

THE AMERICAN School Board Journal

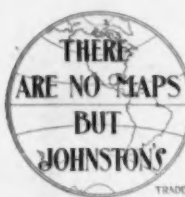
November



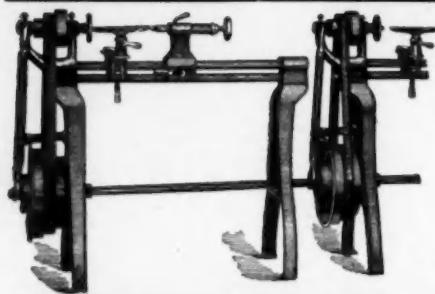
November, 1903
Vol. XXVII. No. 5.

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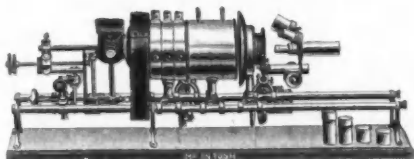
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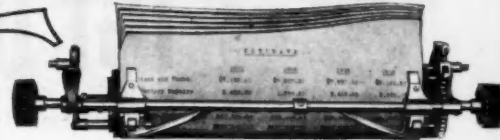
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List of POPULAR SCHOOL AND COLLEGE Text Books



ABBREVIATIONS.

American	American Book Co.	Cincinnati, New York, Chicago.
Appleton	D. Appleton & Co.	New York, Boston, Chicago.
Barnes	A. J. Barnes Publishing Co.	St. Louis, Mo.
Central	Central School Supply House	Chicago, New York.
Educational	Educational Publishing Co.	New York, Chicago.
Flanagan	A. Flanagan Co.	Chicago.
Ginn	Ginn & Co.	Boston, New York, Chicago.
Heath	D. C. Heath & Co.	Boston, New York, Chicago.
Houghton	Houghton, Mifflin & Co.	Boston, New York, Chicago.
Jenkins	Wm. R. Jenkins.	New York City.
Lippincott	J. B. Lippincott Co.	Philadelphia.
Longmans	Longmans, Green & Co.	New York.
Maynard	Maynard, Merrill & Co.	New York, Chicago.
Merrill	G. & C. Merrill Co.	Springfield, Mass.
Morse	The Morse Co.	New York, Chicago.
Myers	Myers, Fishel & Co.	Harrisburg, Pa.
Macmillan	The Macmillan Co.	New York, Chicago.
McNally	Rand-McNally & Co.	Chicago.
Pitman	Isaac Pitman & Sons	New York.
Prang	Prang Educational Co.	Boston, New York, Chicago.
Sadler	Sadler-Rowe Co.	Baltimore.
Sanborn	Benj. H. Sanborn & Co.	Boston, New York, Chicago.
Scott	Scott, Foresman & Co.	Chicago, New York.
Scribner	Charles Scribner's Sons	New York, Boston, Chicago.
Silver	Silver, Burdett & Co.	Boston, New York, Chicago.
Sower	Christopher Sower Co.	Philadelphia.
Thompson	Thompson, Brown & Co.	Boston, Chicago.
University	University Publishing Co.	New York, New Orleans.

ALGEBRA.

Milne Series	American
White's Gram. School	"
Downey's Higher	"
Hull's	"
Sheldon Series	"
Olney's Series	"
Slaughter's Elements	Appleton
" Principles	"
Wentworth Series	Ginn
Reman & Smith	Ginn
Wells' Series	Heath
Bowser's Series	"
McCurdy's Drill Books	"
Freeland's	Longmans
Hall & Knight's	Macmillan
Thompson's New	Maynard
Atwood's Series	Morse
Durell & Robbins Series	Myers
Cullin's	Scott
First Book	Silver
Lilly's Series	"
Brooks'	Sower
Beginners'	Thompson
Bradbury Series	"
Fairbanks & Hobden	"
Sanford's Ele.	University
Nicholson's Ele.	"
Venable Series	"

ARITHMETIC.

Milne Series	American
Bailey Series	"
Bailey-Wiemer Series	"
Baird's	"
Hornbrook's	"
White's	"
New Franklin Series	"
Sheldon's Series	"
Stoddard's New Int.	"
Hull's	"
New American	"
Springer's Com.	Appleton
New Higher	Flanagan
" Practical	"
Wentworth Series	Ginn
Speer's	"
Beman & Smith	"
Prince's	"
Walsh's Series	Heath
Eaton's	"
Atwood's Series	"
Sutton & Kimbrough's	"
White's Series	"
Colburn's	Houghton
Lippincott's	Lippincott
McLellan & Ames' Series	Macmillan
Thompson's 1st Les.	Maynard
Thompson's Complete	"
Rand-McNally Prim'y.	McNally
Rand-McNally Practical	"
Hewitt's Manual for Teachers	"
Carroll's Series	Morse
Durell & Robbins Series	Myers
Normal Questions in	"
Quincy Graphic	"
Counting House Arithmetic	Sadler
Commercial Arithmetic, College Ed.	"
Commercial Arithmetic, School Ed.	"
Essentials of Arithm.	"
Swift & Reliable Short-hand	"
Richardson's Commercial Law	"
Belfield's Ele.	Scott
Brooks' Rational	"
Belfield's	"
Normal Course	Silver
Pierce's Series	"
New Complete	"

Brooks' Series	Sower
Nichol's Graded Les.	Thompson
Cogswell, Lessons	"
Bradbury's Eaton's	"
Nicholson's Series	University
Sanford's Series	"
Venable's Series	"

ART.

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VanDyke's Painting	Longmans
Hamlin's Architecture	"
Marquand & Frothingham's Sculpture	"
Abbott-Gaskell's Outlines	Silver

ASTRONOMY.

Todd's New	American
Steele's	"
Newcomb's	"
Comstock	Appleton
Young's	Ginn
Sharpless & Phillips	"
Bail's Elements	Lippincott
Howe's Elements	Macmillan
Peck's Constellations	Silver

BIOLOGY.

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Boyer's	Heath
Bidgood's	Longmans
Parker's	Macmillan

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Palmer's	"
Mayhew's	"
Gay's	Ginn
Shaw's Ele.	Heath
Seavy's Practical	"
Montgomery's Mod.	Merrill
Powers' Single Entry	Powers
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Complete Accountant	"
Office Methods	"
Comm. Industrial	Sadler
Inductive Set	"
Hall's Art of Accounts	Silver
Mayhew's Series	"
Lyle's Book	Sower
Meservey's	Thompson
American Accountant	University

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Ward's Series	"
Merrill's	"
Twenty Lessons in	Powers

BOTANY.

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Coulter	Appleton
Caldwell's Lab. & Field Man.	"
Boyer's Tablets	Central
Bergen's	Ginn
Gray's	"
Wood's	"
Spalding's	Heath
Bailey's	Macmillan
Nature's Lessons	"
Nature Calendar	Morse

CHEMISTRY.

Cooler's Text Book	American
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Kelser's Lab	"
Stoddard's Analysis	"
Irish's Analysis	"
Avery's Chemistry	"
Young	Appleton
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" Inorganic	"
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" Ele. Inorganic	"
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Talbot's Quantitative	"
Avery's	"
Peter's	Maynard
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perimental	"
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Appleton's Series	"

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Schwinn & Stevenson's	"
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Mowry's Studies	"
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Genung's Series	Ginn
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William's Practical	Heath
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Spalding's Ele. Comp.	"
Lewis' Intro. Rhetoric	"
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Baldwin's	"
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Le Roy's Practical	"
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" Essentials of	"
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Fulton's	Ginn
Holyoak's	"
Trimble's New	"
Hyde's School Speaker	"
Smith's Reading and Speaking	Heath
Burrell's Clear Speaking and good Reading	Longmans

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Chittenden's Ele	Scott
Lloyd's Little Folks	"
Lake's Eng. Classics	"

Bass' Shakespeare	Scribner
Chaucer	"
Labban's Essays	"
A Study of Eng. Prose	"
Silver Series of Classics	"
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Pattee's Reading	"
Course	"
Pattee's Foundations	"
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Golden Rod Books	University
Standard Lit. Series	"
Johnston & Brown's	"

FRENCH.

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Muzzarilli's	"
Bacon's	"
Worman's	"
Downer's First French Book	"

Classics (20th Century Series)	"
Int. Modern	Ginn
Aldrich & Foster's Foundation	"
Dufour's Grammar	"
Edgren's Gram	Heath
Grandgent's Gram	"
Grandgent's Comp.	"
Super's Reader	"
Heath's Series	"
Heath Dictionaries	"
Fraser & Squair's Gram	"
Jenkins	Jenkins
Fountain's Live	Heath
Grammar	Longmans
Ills. Second Reader and Grammar	"
Ills. First Conversational Reader	"
Longmans' Gram.	"
" Composition	"
Episodes from Modern Authors	"
Magnanat's Course	Macmillan
Kroon's	"
Le Roy's Prac. Read.	"

Keeteles' Gram. & Read	Maynard
Maynard's Texts	"
Elementary French	"
La France	"
Anecdotes Nouvelles	"
Colloquial Conver.	Pitman
Pitman's	"
Ills. First Reader and	"
De Borde's Ele.	Scott
Douay's Reader	Silver
Duffet's Method	Sower

GEOGRAPHY.

Natural Elementary	American
" Advance	"
Harper's (2)	"
Swinton's (2)	"
Eclectic (2)	"
Butler's Series	"
Barnes' (2)	"
Warren's	"
Mitchell's	"
Morton's Ele	"
Morton's Advanced	"
Appleton's	"
Fry's	Ginn
Longman's	Longmans
Chisholm's	"
Tarr & McMurray's (3)	"
Rand-McNally Prim'y.	McNally
Rand-McNally Elem.	"
Rand-McNally Gram Sch	"
Carroll's Series	Morse
Pitman's Commercial	Pitman
Instructional Geography	Potter
Redway's G. of N. Y.	"
Maury's (Physical)	University

Hinman's	American
Monteth's	"
Guyot's	"
Gilbert & Brigham's	Appleton
(Physical)	"
Redway's Elementary	"
Davis'	Ginn
Dodge's Reader	Longmans
Tarr's	Macmillan
Normal Questions in	Myers
Adams' Commercial	Appleton
Adams' Elementary	"
Butler's Commercial	American
Warner's	"
Dana's	"
McFarland's	Sadler

GEOLOGY.

Le Contes	American
Davis'	"
Brigham	Appleton
Shaler's First B. in	Heath
Tarr's Elements	Macmillan
Scott's Introduction	"
Geographical Portfol	Scribner
Hand Book-Prac.	"
Gove's	"
Hellipin's Earth	Silver

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Hornbrook's Geom. "
Milne's Geom. "
Phillips & Fisher's Geom. "
Phillips & Strong's Trig. "
White's Geom. "
White's Trig. "
Olney's Series. "
Hull's Ele. Geom. "
Wentworth Series. Ginn
Beman & Smith. "
Bailey & Woods. "
Wheeler's Trig. "
Durfee's Plane Trig. "
Nichols' Trig. Heath
Wells' Series. Heath
Bower's Series. "
Hunt's Gram. School
Geometry. "
Waldo's Descriptive
Geometry. Heath
Nichols' Analytic. "
Chauverit's Series. Lippincott
Nichols' Longmans
Gore's Plane & Solid. "
Fetill's "
Murray's Trig. "
Noelting's Elements of
Edward's Geom. Macmillan
Lock-Miller's Trig. "
Loney's Trig. "
Pettee's Plane Geom. Silver
Welsh's Trigonometry. "
Brooks' Plane & Solid. Sower
Bradbury's Ele. Pl. Thompson
" Geom. & Trig. "
" Acad. Plane. "
" Acad. P. & S. "
" Trig. & Survey. "
Venable's University

GERMAN.

Keller's Series. American
Schmitt's Series. "
Harris' Comp. "
Huss' Reader. "
Spanholz's Reader. "
Joyne's Reader. "
Nix Reader. "
Learned's Ger. Gram-
mar. Appleton
Jones's Ger. Reader. "
Classics (20th Century
Series). "
Int. Modern Series. Ginn
Collar's Eysenbach. "
Collar's Lessons. Ginn
Bernhardt's Course. "
Stein's Exercises. "
Joyne-Melander's Gram.
Harris' Ger. Lessons. Heath
Heath's Series. "
Dictionary. "
Guerber's Maerchen. "
Deutscher Hiawatha.
Primer. Houghton
Jenkins Jenkins
Hls. First Reader and
David's Easy Stories
Longman's Grammar. "
" Composition. "
Grammar. "
Althaus' Grammar. "
Bereford-Webb's Gram.
Macmillan's Series. Macmillan
Maynard's Texts. Maynard
Neue Anekdoten. "
Deutschland und die
Deutschen. Maynard
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Loenberg's Reader. Morse
Gems of Literature. "
Bernhardt's "
Felectic "
Worman's "
Colloquial Convers. Pitman
Pitman's Practical. "
Mueller's Series. Silver
Silver Modern Language
Series. "
Knobloch's Ger. Simp.
..... University

GRAMMAR.

(See Language and Grammar.)

GREEK.

Forman's American
Gleason & Atherton's. "
Harper & Castle's. "
Goodell's Greek Gram-
mar. Appleton
Benner's Hlad. "
Goodell & Morrison's
First Book. "
Pearson's "
Goodwin's Grammar. Ginn
White's First. "
Seymour's Hlad. "
Perrin & Seymour's
Odyssey. "
Collar & Daniels' Begin-
ners Companion. "
School Classic Series. "
College Series-Authors
Bryant's Hlad. Houghton
Bryant's Odyssey. "
Palmer's Odyssey. "
Masterpieces of Greek
Literature. Longmans
Ritchie's Longmans
Arnold's Prose Comp. Scott
Jones' Prose Comp. Scott

HISTORIES.

Eggelston's American
McMaster's U. S. "
Barnes (2) American
Eclectic (2) "
Swinton's "
Scudder's U. S. "
Munro's Mid. Ages. Appleton
Whitcomb's Europe. "
Wrong's English. "
McLaughlin's Amer. "
Myer's Series. Ginn
Emmett's M. Ages. "
Montgomery's U. S. "
" English. "
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Thomas' U. S. Heath
Shelton's U. S. "
" General. "
" Grk. and Rom. "
Homan's Elem. U. S. "
Thomas' Elementary
John Fiske's U. S. Houghton
Larned's English. "
Riverside Blog. Series. "
Floet's Epitome of. "
Larned's U. S. Hist. "
Tappan's Our Coun-
try's Story. "
Tappan's England's
Story. "
Morris Series (3). Lippincott
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Andrew's U. S. Scribner
Adams' "
Burgess' "
Gordy's U. S. "
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Mowry's First Steps. Silver
Mowry's U. S. History
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Stone's England. Thompson
Hansell's School. University
" Higher. "

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guage Lessons. "
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ries. "
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Patrick's Gram. Less. "
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Carpenter's Gram. Macmillan
Davenport & Em-
erson's Grammar. "
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Reed & Kellogg's. "
Reed's Introductory. "
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Building. "
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Tablets. "
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Brown & DeGarmo's
Gram. "

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ro. "
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gil. "
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" Prose. "
Riggs' in Latinum. "
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Series. University

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(See English Literature.)

LOGIC.

Davis' American
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Lafleur's Ill. of. "
Mills' System. Longmans
Creighton's Macmillan
Jevon's "

MANUAL TRAINING.

Compton's American
Ham's "
Hoffman's "
Kirkwood's Sewing. "
Goss' Bench Work. Ginn
Hagwood's Needle Work
Banner's Sewing. Longmans
Hewitt's, 2 vols. "
Unwin's Clay Modelling
Hiawatha Primer. Houghton
Riverside Lit. Series. "
Longmans' "Ship" Lit.
Longmans' Supplement
"Fairly "
Longmans' Infant Fairy
"Ship" Historical. "
"Chatty "
Blaisdell's Macmillan
Graded Literature. Maynard
Deane's Phonetic. Morse
New Century Series. "
Salomon's Sloyd. Silver
Brombaugh's Sower
Davis' University
Holmes' "
Lippincott's "

MENTAL SCIENCE.

Bain's Mental. American
Hewett's Psychology. "
Schuyler's Psychology. "
Bowne's "
Dewey's Psychology. "
Hallack's Psychology. "
Hewitt's Psychology. "
Putnam's Psychology. "
Buell's Essence of. Ginn
Sanford's Psych. Heath
Compayre's Psych. "
Herbert's Psychology. "
Dexter's & Garlick's
Psychology. Longmans
Fitcher's Psych. Macmillan
Baker's Ele Psych. Maynard
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Robertson's Ele of. Scribner
Minto's Logic. "
Multhead's Eth. Ele c. "
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Davis' Ethics. Silver
Davis' Elements of Psy-
chology. "

MUSIC.

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Gantvoort's Series. "
Matthew's Songs. "
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Educational Series. Ginn
Mason's Course. "
National Course. "
Whitting's Series. Heath
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Emerson's Hymnal. "
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Bertenshaw's Meth. Longmans
Brewer & Reddall. Maynard
Sprenkel's Course. Myers
American System. Richardson
Stevenson Song Book. Scribner
Field-DeKoven's Book
Modern Series. Silver
Study "
Cecilian Series. "
Silver Song Series. "

NATURAL SCIENCE.

Treat's Home Studies
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Herrick's Animal Life. "
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Guides for Teaching. "
Rick's Natural His. "
Rice's Teaching. "
Spear's Leaves and
Flowers. "
Scott's Nature Study. "
Miller's Birds. Houghton
Burrage's Squirrels. "
Eckstorm's Woodpeck-
ers. "
Merriam's Birds. "
Sargent's Corn Plants
Torrey's "
Birds "
Reddard's Zoology. Longmans
Nature's Byways. Morse
Engell's Outlines in Na-
ture Normal Course. Silver
Normal Questions in. Myers
Norcross's Springtime
Flowers. "
Griffin's Philosophy. Sower

NUMBER WORK.

Primary Number Work
and Ele Algebra. McNally
Eight Dominos. "
Durrell & Robbins Series. Myers

ORATORY.

Smith's Reading and
Speaking. Heath
Webster's Bunker
Hill. Longmans
Briefs for Debate. "
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PEDAGOGICS.

Hewitt's American
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Roark's "
Hallmann's "
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Arnold's Waymarks. Silver
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Morgan's Studies. "
Putnam's Manual. "

PENMANSHIP.

Barnes' Vertical. American
Spencerian Series. "
Curtis' Semi-Vertical. "
American Vertical. "
Sheldon's Vertical. "
Butler's Copy Books. "
Roudeshush Writing. Central
Shayler's Vertical. Ginn
Nat. Sys. of Vertical. Heath
Newland & Rowe's Ver.
Books. Longmans
Merrill's Vertical. Maynard
Merrill's Modern. "
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Upright Rapid Writing. "
New Ideal Vertical. Myers
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Economic System of
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Potter & Putnam's Sys-
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Writing. 10 Nos. "
Man. Business Writ. Powers
Smith's Intern. Richardson
Standard Vertical. Sower
Popular Slant. "
Normal System. Silver
Duntonian. Thompson
University Series. University
Simplified Penmanship. "

PHYSICS.

Harrington's American
Hoadley's "
Rowland & Ames. "
Ames & Bliss. "
Cooley's Series. "
Avery's "
Henderson & Woodhull
Appleton
Ayres' Lab. Exercises. "
Gage's Series. Ginn
Wentworth & Hull's. "
Stone's "
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Chute's Lab. Man. Heath
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Sharpless & Phillips Lippincott
Hopkins' Prep. Longmans
Watson's Practical. "
Wright's "
Glazebrook & Shaw's
Practical. "
Watson's Advanced. "
Balfour-Stewart's. Macmillan
Crew's Elements. "
Nichols' "
Shaw's Maynard
Smith's Experiments. Morse
Normal Questions in. Myers
Thwing's Elementary. Sanborn
Britton's Scribner
Grant's "
Dana's "
Mills' "
Storer's "
Thompson's "
Mead's Elements. Silver
Grifford's Ele. Thompson

PHYSICAL CULTURE.

Morris' System. American
Stoneroad's Heath
Pray's Motion Songs. "
Bancroft's Gymn. "
Anderson's Maynard
The Ling System. Silver

PHYSIOLOGY AND HY- GIENE.

Overton's Series. American
Pathfinder Series. "
New Century Series. "
Union Series. Butler
The Teacher's Manual. Central
Blaisdell's Series. Ginn
Colton's Heath
" Briefer. "
Cutter's Series. Lippincott
Barnett's Making of the
Body. Longmans
Ferneaux's Phys. "
Thornton's Phys. "
Moore's Phys. "
Foster & Shors. Macmillan
Foster & Shors. Macmillan
Huxley & Ree. "
Devine's "
Ely's Outlines. "
Hutchinson's Series. Maynard
Standard School. Morse
Normal Questions in. Myers
Stowell's Health Series. Silver
Gifford's Ele. Thompson

POLITICAL ECONOMY.

Laughlin's American
Gregory's "
Wayland's "
Chapin's "
Wayland's Elements. "
Thompson's Ginn
Gilde's Heath
Davenport's Macmillan
Macvane's Maynard
Perry's Prin. Scribner
Woolsey's "
Rullock's Economics. Silver
Thurston's Scott
Meservy's Thompson

READERS.

Baldwin's American
Harper Series. "
Swinton Series. "
Barnes' Series. "
Appleton Series. "
McGuffey Series. "
New Education. "
Sheldon's Series. "
New Franklin Series. "
Progressive "
Hazen's "
Monroe's New. "
Sprague's Classic. Educational
Cyr's Series. Ginn
Stickney's Series. "
Pinch's "
Summer's "
Strong's "
Classics for Children. "
Heart of Oak. Heath
Rass' "
Pratt "
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..... Macmillan
Judson & Bender's. Maynard
Lights to Literature. McNally
New Century. Morse
Morse Morse
New Century. "

Normal Series. Silver
Stepping Stones. "
Rational Method. "

SHORTHAND.

Hefley's Manual. American
Mason's Manual. "
Barnes' Shorthand for
High Sch. A. J. Barnes
Barnes' Shorthand Les-
sons. "
Barnes' Shorthand Read-
ers. "
Barnes' Manual. "
" Business Letters
in Shorthand. "
Twentieth Cent. Series. "
Isaac Pitman's Com-
plete Instructor. Pitman
Complete Amassensis
Course for H Sch. "
Business Correspondence
in Shorthand. "
Isaac Pitman's Phono-
graphic Dictionary. Scott
Cross' Eclectic. Scott

SPANISH.

Bacon's Elements. American
Garner's Grammar. "
Mantilla's Readers. "
Worman's Readers. "
Science Reader and
Grammar. Appleton
De Tomas Spanish
Method. "
Knapp's Grammar. Ginn
Int. Mod. Language. "
Cyr's Libro Primer. "
" Libro Segundo. "
Tarbell's Lessons. "
Frye's Geografia Ele. "
Jenkins Jenkins
Grammar Pitman
Pitman's Prac Spanish. "
Loiseaux's Grammar. Silver
Loiseaux's Reader. "
Ford's Anthology. "
Knobach's Span. Simp.
..... University
Edgren's Grammar. Heath
Matske's Reader. "
Fuller's Primer. "
Harris' Method. "

SPELLERS.

Rice's Series. American
Harrington's "
Natural "
New American. "
Swinton's "
Amer. Word Book. "
Amer. Spelling Blank. "
Barnes' Writing. "
Dinsmore's Blanks. "
Mason's Blanks. "
Modern "
Worcester's "
Monroe's "
Hazen Grade. Ginn
Jacobs' Practical. "
Jacobs & Piper's. "
Stickney's "
Sever's "
Penniman's New Prac. "
Blaisdell Speller. Macmillan
Reed Word Lessons. Maynard
Speller and Word Study
Book. McNally
Ideal Combination Writ-
ing Speller. "
Morse Speller. Morse
Quincy Word List. Myers
Benedict Series. Ginn
Gem Spelling Blanks. Peckham
Spalding & Moore. Richardson
Normal Course. Silver
Beitael's Word Build. Sower
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Needham's "
Orton's "
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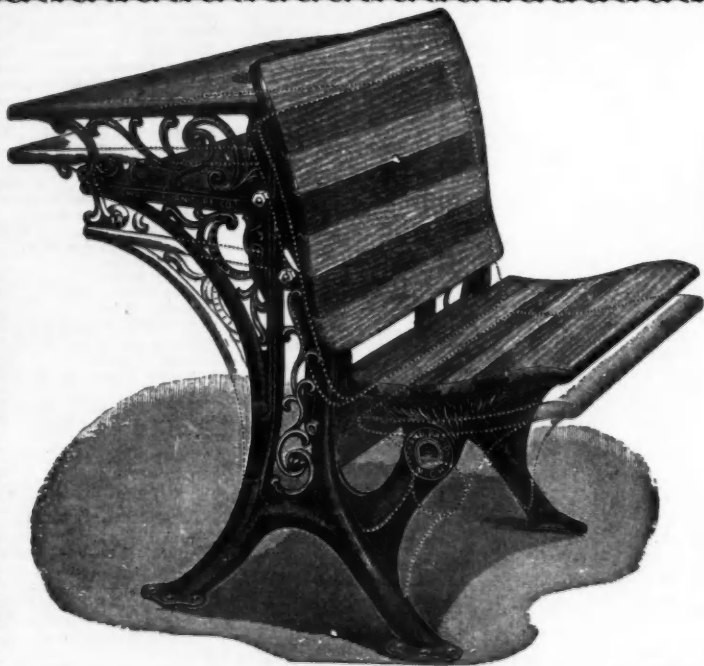
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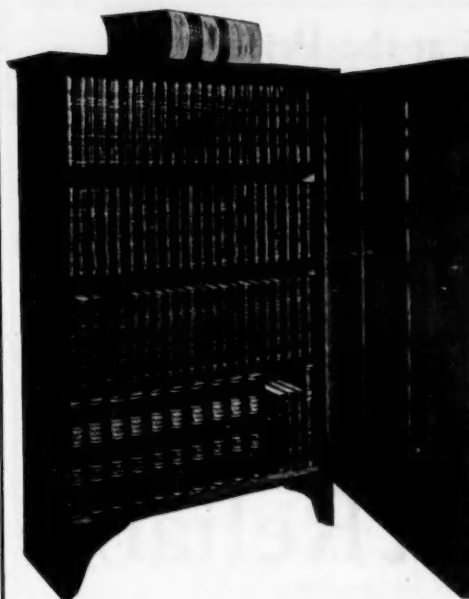
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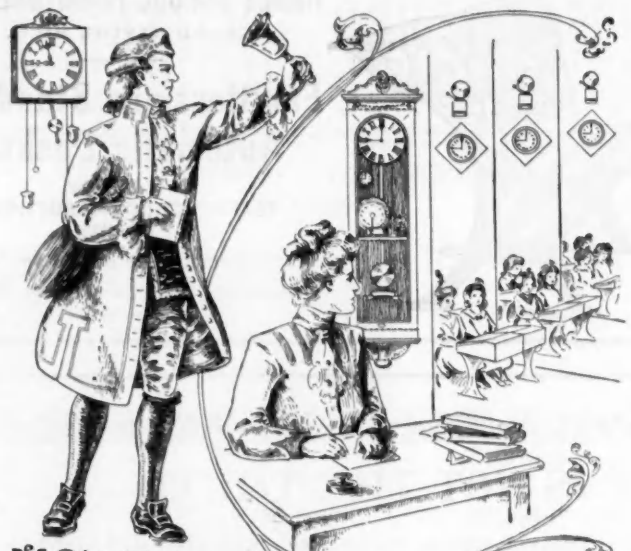
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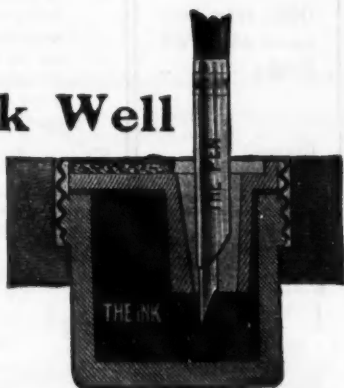
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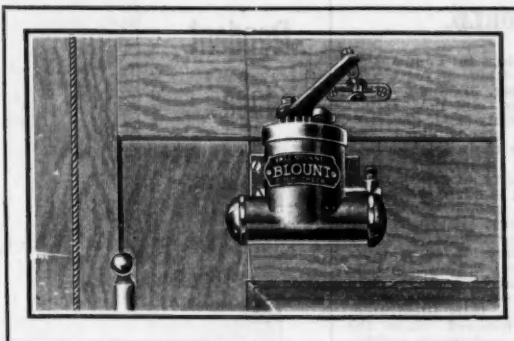
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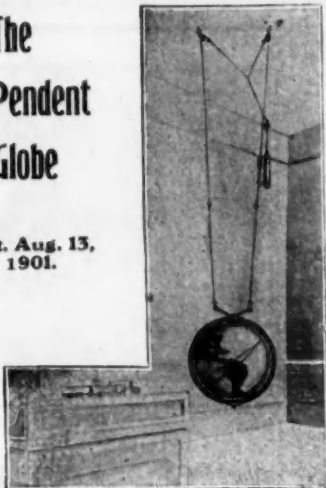
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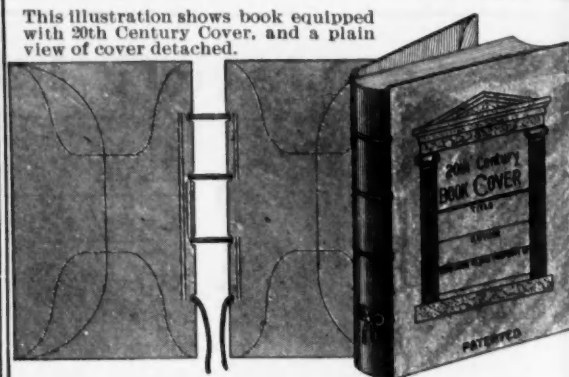
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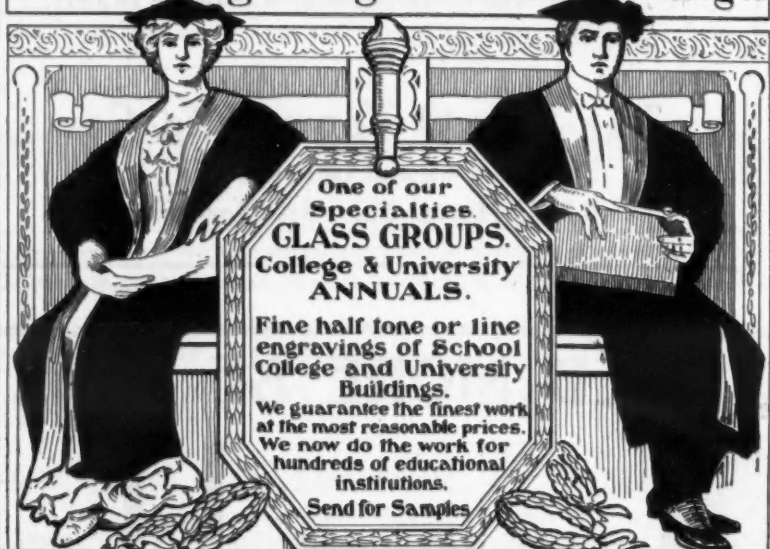
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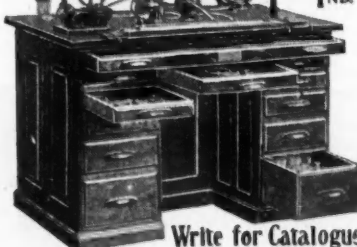
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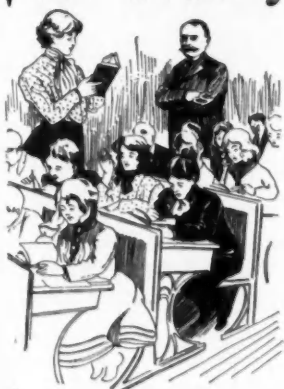
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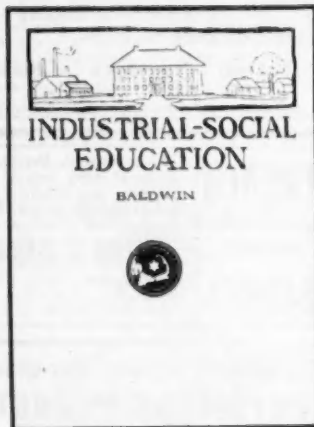
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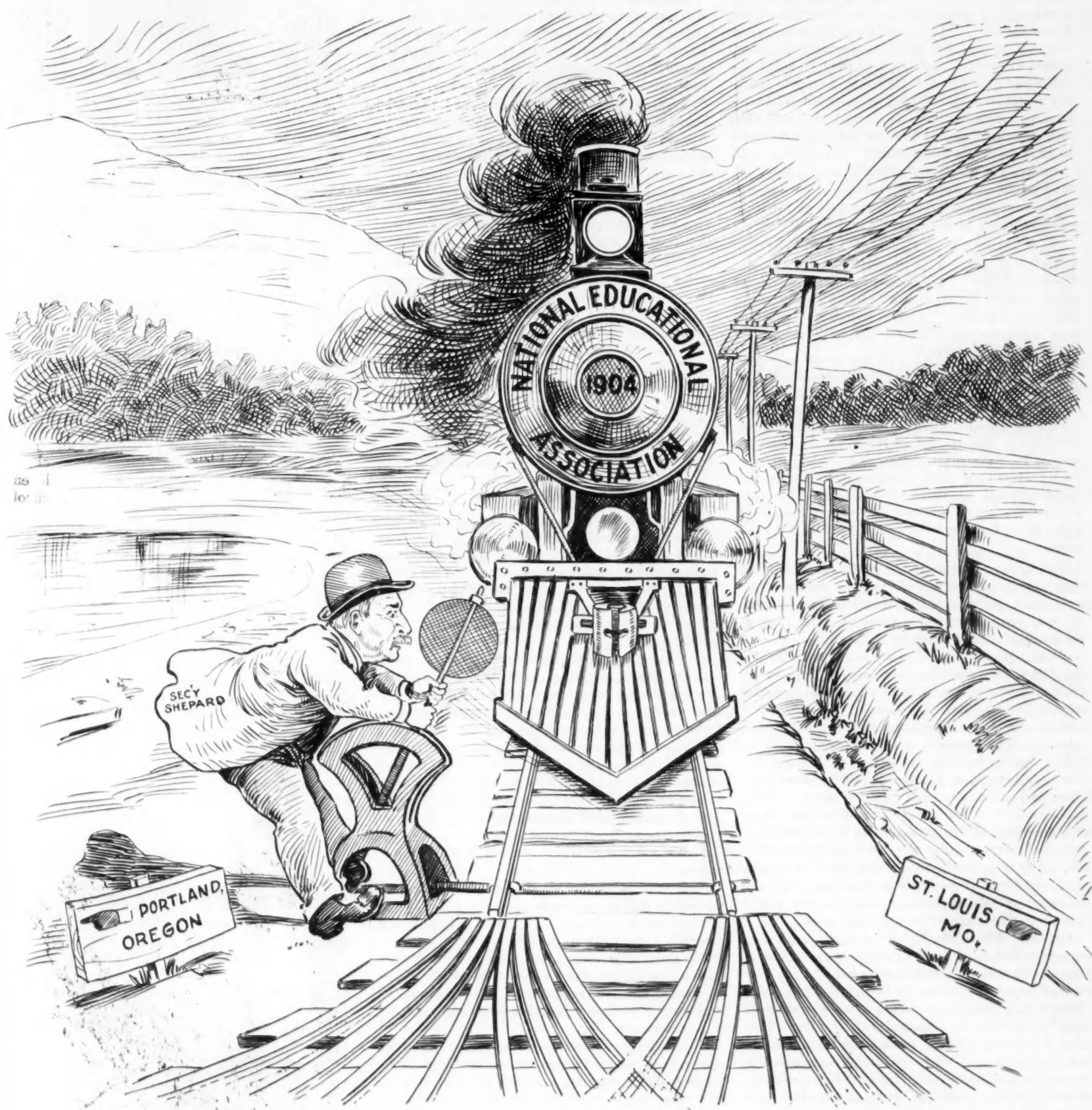
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School Board Journal

Vol. XXVII, No. 5.

NEW YORK—CHICAGO, NOVEMBER, 1903.

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ST. LOUIS OR PORTLAND, WHICH?

The Executive Committee of the National Educational Association will have to decide at an early date whether to locate next year's meeting at the World's Fair City or at Portland, Oregon, the two cities competing for the honor.



Recent Decisions.

Kansas. The school laws of the state provide that school officers purchase only such school apparatus as is approved by the State Text-Book Commission. The question recently arose whether or not the word "apparatus" included school furniture, and the Attorney General was asked for an opinion. He decided that "apparatus" could not be strained to cover school furniture and that the law itself made it plain that only charts, maps, globes and such articles were to be considered "apparatus."

"Seats and desks," said the Attorney General, "are school apparatus only in the same sense as our school houses, wells, coal houses or hitching posts in front of school houses."

New Jersey. The Court of Errors and Appeals has declared to be unconstitutional the McKee school law. This decision upsets the general school law of the state and compels a recourse to the laws that were in effect before any attempt was made to compress the school laws of the state into one general statute.

In the decision the court held that the McKee law was constitutional so far as it related to the separation of cities into one class and municipalities that are not cities into another class, but that it was special in other provisions that sought to make other divisions as to municipalities. The effect of the decision is to render unconstitutional in its entirety the McKee act, and brings again in force the school laws that were in existence before the McKee act was passed.

Nebraska. The supreme court has decided that a state normal school is not an internal improvement, as meant by the statute which authorizes towns, villages or counties to vote bonds for internal improvements.

Washington. The supreme court recently decided that two teachers, who were dismissed by the board of trustees of the Cheney state normal school after their employment as teachers, were entitled to the full amount of their stipulated salaries. The teachers were employed in June, 1900. Just before the opening of school the department assigned to one of them was abolished and she was notified that her services were not required. The other was dismissed soon at the request of the principal of the school.

In connection with the case the court also decided that common school qualifications, that is, the holding of a certificate to teach, are not necessary to hold a position in the higher institutions of the state.

Kansas. The state legislature two years ago passed a law providing that a rural school district could vote to either hold school in its district or to pay the tuition of its pupils in another district. A district in Ford county voted to send its children to an adjoining district. The adjoining district would not receive them, claiming that its school house was only large enough to accommodate its own pupils. The question as to whether it could be forced to take the outside pupils was submitted to the attorney general and he ruled that it could not. Both districts must be parties to the contract and if one refuse to enter into such a contract pupils from the other district cannot be pushed onto it.

Indiana. The supreme court has been called on to decide whether or not giving a child daily instruction at home in the branches of study taught at the common schools is a compliance with the compulsory education law. C. C. Pe-

terman, of Crawfordsville, was arrested on the charge of failing to send his 8-year-old daughter to school. He proved that he was having the child taught by a neighbor, but as she was the only pupil the neighbor had, and pursued her studies in the living rooms of her teacher's home, the prosecuting attorney insisted that Peterman was not sending her to a "private school." Peterman was acquitted in the circuit court and the prosecuting attorney has appealed.

Alabama. A test suit will soon be brought to test the constitutionality of several clauses of the new uniform text-book law. Among others the clause providing that all books used in the schools must be stamped by the educational authorities of the state will be under fire.

Ashland, Ia. A teacher has sued the school board to recover \$50 for salary and \$16 for janitor services. The teacher signed a contract for nine months, but at the end of the eighth month the school was closed, owing to an epidemic of smallpox. The circuit court has rendered a decision in favor of the plaintiff, but the school board has appealed the case.

Pittsburg, Pa. The court of common pleas has, in effect decided that a sectional school board has not the legal authority to expel one of its members for not attending meetings. Four members of the school board constitute a quorum and the secretary of the board remained away from meetings purposely in order to prevent a quorum and thereby the passage of certain measures, which he opposed. The board, therefore, passed a resolution expelling the secretary, and instituted quo warranto proceedings to compel the secretary to give up his books. The court decided in favor of the defendant.

Rules and Regulations.

Davenport, Ia. The board has adopted a new set of rules governing athletics in the high school. The following are the principal provisions of the rules:

1. Written permission to participate in athletic competition with other schools shall be required of parents or guardians of all students participating.
2. Students to be eligible to represent the schools in any athletic contests shall be doing passing work in not less than four full and regular subjects, shall after the present semester have passed in four subjects of the preceding semester, and be maintaining proper deportment.
3. Formal certification of the points of eligibility shall be given to and required of all competing schools before any contest shall be held.
4. A teacher shall accompany the team to all contests away from the city.
5. No games shall be played during school hours.
6. No compensation shall be made to students for participation in contests.

Stephenson, Mich. The school board has adopted a resolution prohibiting the teachers from attending dances or parties during the days and nights of the school week. This action become necessary because of the extreme to which the objectionable features have been carried in seasons past.

Butte, Mont. The board has revised its rule relating to the employment of teachers. No teacher will be engaged, who has not had at least two years' experience, except in the case of a normal graduate, who has had one year's experience.

Minneapolis, Minn. The board has passed a rule providing that all school telephones shall be used only for school business, and be in charge of the principal. Teachers and pupils are prohibited from using them and no one is to be called to the 'phone except in cases of sickness.

Mt. Morris, Ill. The school board has passed



MR. FRANK RIGLER,
Superintendent of Schools,
of Portland, Oregon, who is making an effort to secure
next year's N. E. A. Meeting.

a rule permitting all children who become 6 years old before the first of March to be admitted to the schools at the beginning of the school year and forbidding the admission of all who become 6 years old after that time. The rule is calculated to correct the practice of beginning young children at all times of the school year, an evil which was unavoidable under the old rule, forbidding the admission of pupils under 6 years.

St. Paul, Minn. The board has requested Supt. Smith to prepare an amendment to the rules of the board in which principals and janitors of schools will be instructed that the school grounds are for the exclusive use of children enrolled in the schools, and that only on school days and during school hours.

Lancaster, Pa. The board has passed the following rule: "Any high school pupil who marks, mars or defaces the school building or the furniture, intentionally, or who refuses to submit willingly to the discipline of the school, or whose monthly class record falls below 60 per cent., in two subjects, unless such record be due to absence, caused by illness, shall be dismissed by the board of education, and such pupils shall not be reinstated until said pupil with his parents or guardians appear before the board and satisfy them as to the pupil's future conduct in school."



Timely Question.

Servant: Does Johnnie have to go to school again?

Mother: Of course, Mary. Why did you ask?

Servant: Why, I heard you say to tell his father last night that Johnnie knew altogether too much.

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The School Superintendent.

Supt. Wm. H. Maxwell of Greater New York: It is admitted so generally that children in the schools should be taught something about the government of the city in which they live, that the statement practically is a truism. Unfortunately, however, like many of these patriotic generalities, to the effect that love of country should be inculcated in the young, this truism also is couched in most abstract terms.

Supt. Chas. H. Keyes, Hartford, Conn.: The chief items of hygienic discipline are: Reasonable length of session, regular provision for daily exercise and play in the open air, regulation of home study, periodic expert inspection to insure the exclusion of infection from disease. The chief points of health instruction: Hours and conditions of sleep, personal ablutions and bathing, care of the teeth, open air exercises, the fine art of eating, total abstinence from narcotics and stimulants.

County Supt. Keppel, Los Angeles, Cal.: There is a general and growing tendency to diminish the freedom of the teacher. School trustees impose conditions, as for example, remaining unmarried, living in the district, boarding with a trustee, summary dismissal, etc.—conditions that seem good to the trustee, but which are irksome and harmful to teachers. Teachers should be required to live honorable lives and to do good teaching; and beyond those requirements they should be free.

State Supt. Alfred Bayliss, Springfield, Ill.: The transformation of our school methods will go on. We shall use active occupations as educational instrumentalities—not in lieu of words, but in relation to them. The constructive and creative instincts of children will be recognized in a reasonable way. Laboratories and work shops and gardens are in the schools to stay.

Columbia, S. C. Supt. Dreher recently said: Irregular attendance is one of the most serious drawbacks to good school work known to public school men. It is often surprising and discouraging to see for what trivial reasons some parents allow their children to remain away from school. When the superintendent and teachers make inquiry in the most friendly manner and always in the interest of the child, they are frequently charged with investigating matters that do not concern them, the parent forgetting that the public also has some rights which must be considered. The public supports the schools and it expects good results—the very best results—that can be secured for the money invested in the schools. Regular attendance becomes a matter of public concern. It is seldom that an irregular pupil ever does thoroughly good work himself while his irregularity always interferes with the progress of his class. No pupil should ever stay away from school without a very good reason.

President Chas. M. Jordan, of the National Superintendents' Association, has appointed the following committee to revise the spelling of the English language: Supt. W. H. Elson, of Grand Rapids; Supt. E. B. Cox, of Xenia, O.; Supt. F. T. Oldt, of Dubuque, Ia.; C. N. Kendall, of Indianapolis; State High School Inspector A. W. Rankin, of Minnesota.

Batavia, N. Y. The superintendent of schools has introduced an innovation in schoolroom methods by placing two teachers in one classroom. One acted as regular teacher, while the other devoted close attention to backward pupils and explanatory work. It is stated that classes forged ahead rapidly and the problem of class delay seemed as near solution as possible.

St. Paul, Minn. Supt. A. J. Smith, in a recent address to the teachers, deprecated the unfortunate effects of the graded system. He said: "The graded system is deadening, mechanical, non-progressive, in so far as it is devoted to the treatment of a class as a unit, and the chief concern is to pass the pupils. How long its shackles shall bind the bright and aspiring, how long its deadening repetitions shall enervate the will, destroy the ambition and vitiate the purpose of bright, capable boys and girls I do not venture to predict, but the time for a change seems far off."

Georgia. State Supt. Wm. B. Merritt has suggested that an educational rally be held in every county in his state and that thanksgiving services be held on next Thanksgiving Day.

Supt. Geo. V. Buchanan, of Sedalia, has been given a fifteen months' leave of absence to take charge of the Missouri Educational Exhibit of the Louisiana Purchase Exposition. Mr. John P. Gass, principal of the Broadway school, has been advanced to assistant superintendent, and will have charge in Mr. Buchanan's absence.

Dr. T. M. Balliet, superintendent of schools, Springfield, Mass., is being seriously considered for the position of secretary of the State Board of Education, a place he is most admirably fitted to occupy.

State Supt. Whitfield, of Mississippi, says: "The thinking people of the south are of one accord in believing that the problem of the south is the problem of its rural schools; that in order to develop the resources of the state in a manner that our home people may receive the benefits of them, the work must be done by our own people, and to that end the present generation should have the best school advantages to prepare them for this work."

State Supt. R. C. Barrett, Des Moines, Ia.: While the law confers upon boards of directors the absolute authority to employ teachers, we think that the county superintendent should be more generally consulted before teachers are finally elected to positions in rural schools. Believing that this officer is most competent to judge of the strength and weakness of teachers and knows best of their fitness to teach particular schools, we commend the practice now in vogue in some sections of the state of consulting with the county superintendent before employing teachers.

Cleveland, O. Supt. Edwin F. Moulton and Director Cadwallader have devised a plan to provide lunch and rest rooms in every school building in the city.

Dr. William H. Burnham, professor of pedagogy at Clark University, has formulated what he says may not irreverently be considered a decalogue for the public schools. Here it is:

1. Any system of school administration should be economical.
2. Should be free from party politics.
3. Should be of such a character as to stimulate and not to check local interest and responsibility in education.
4. It should be free from artificial limitations such as distinctions of sex or race or election by wards.
5. It should be adapted to the community where it exists.
6. It should be as far as possible independent of the municipal government, having full power and responsibility of its own.
7. Other things equal, the work of the school board will be more efficient the smaller the membership.

8. The executive officers should be experts.
9. So far as practicable, civil service principles should prevail.
10. There should be concentration of power and responsibility.

EFFICIENT SCHOOL ADMINISTRATION.

"The American people have not yet found the best, nor even a reasonably satisfactory method of school administration," says Supt. Gordon, of Lincoln, Neb. "The effort on the one hand to maintain the democratic doctrine of retaining full control in the hands of the people through annual elections, seems to be in irreconcilable conflict with the desire to secure the most efficient system."

"The infusion of politics and of political methods and motives into the administration of school affairs leads to conditions wholly incompatible with a logically consistent, permanent policy of school management."

"The evils of such methods have become so patent to observant patrons and thoughtful students of education that the conviction is steadily growing that the democratic doctrine as applied to school affairs is largely a delusion. It is the belief of some of the best thinkers that, as applied to school management, the principle of democracy has been stretched beyond its limits and that the good of the children and of the schools requires the institution of more rational methods of control."

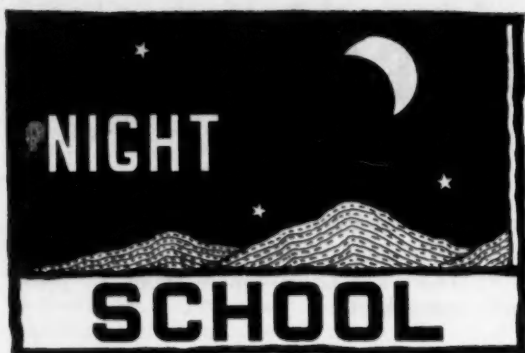
"The recurring annual election of superintendent and teachers is a procedure the inevitable result of which is to lower the efficiency of the work and to prevent it from taking its rank as a profession. The method seems to be an outgrowth of the politician's conception of public office and implies that the office of the board of education is a public pie-counter, where favors are to be distributed as a reward of pull rather than merit."

"If some plan of administration could be devised giving more uniformity and consistency to the acts of governing powers, methods more in accord with ordinary business policy, a decided step in advance would be attained."

CONSOLIDATION OF RURAL SCHOOLS.

The arguments in favor of consolidating rural schools are embodied in the following:

1. The health of the children is better, the children being less exposed to stormy weather and avoiding sitting in damp clothing.
2. Attendance is from 50 to 150 per cent. greater, more regular, and of longer continuance, and there is neither tardiness nor truancy.
3. Fewer teachers are required, so better teachers may be secured, and better wages paid.
4. Pupils work in graded schools and both teachers and pupils are under systematic and closer supervision.
5. Pupils are in better schoolhouses, where there is better heating, lighting and ventilation, and more appliances of all kinds.
6. Better opportunity is afforded for special work in music, drawing, etc.
7. Cost in nearly all cases is reduced; under this is included cost and maintenance of school building, apparatus, furniture and tuition.
8. School year is often much longer.
9. Pupils are benefited by a widened circle of acquaintance and the culture resulting therefrom.
10. The whole community is drawn together.



Valley Falls, R. I. The town has for several years conducted evening schools and an attempt is being made to secure a sufficient number of young people to begin an evening high school.

Superintendent Wilbur A. Scott, in speaking of evening schools in his latest report says: We can best appreciate the value of this important department of our system of public education, when we realize the large number of children who, through necessity or wish, have failed to provide themselves with even the first rudiments of an education. Many such children come to us each year from foreign countries, well advanced in years and gladly grasping this opportunity to improve their learning. The results obtained in the evening schools depend, it is true, largely upon the ambition and industry of the pupil himself. With the boisterous and disturbing element weeded out the schools may, and I believe do, accomplish an important work in the community.

Pawtucket, R. I. The committee on evening schools have recommended that the evening classes be held three nights in the week and continue for 20 weeks; that the salary of grammar grade evening school principals be \$3 per night, other teachers \$4 per week; evening high school principals \$5 and teachers \$2 per night.

Waterbury, Conn. For the benefit of foreigners a special department, under an Italian instructor, will be opened for Italians who desire to learn the elements of English. A special department, under a Swedish instructor, will also be opened.

Connecticut. By the provisions of a law passed by the last legislature every town or school district having ten thousand or more inhabitants shall establish and maintain evening schools for the instruction of persons over fourteen years of age in such branches as the proper school authorities shall prescribe.

New Haven, Conn. The evening schools opened October 5. The salaries of evening school teachers range from \$1.25 to \$4.50 per night.

South Manchester, Conn. The running expenses of the evening school last winter amounted to \$1,698.04. The cost, this year, will, however, be lessened materially as much material is still on hand. The most noteworthy result of the session was the progress made by a class of foreigners who could not speak a word of English at the beginning of the term.

Lynn, Mass. The committee on evening schools have adopted the recommendation of the superintendent that the nominal fee of one dollar be charged to all students entering evening schools, the same to be returned to them at the end of the term. It is believed an undesirable element will be kept from attending under the plan adopted.

An evening drawing school course has been opened consisting of the following: First year, mechanical drawing; second year, machine and architectural drawing; third year, advanced machine and advanced architectural drawing.

The machine course is designed principally to assist those working in shops, foundries, etc. The course in architecture embraces simple wood framing, plans and elevations of large and small buildings of various styles of architecture.

Beverly, Mass. The evening schools opened October 15. An elementary and high school are being conducted and a free hand and mechanical drawing departments, opened October 5th. The evening schools have been established so long that they are no longer considered an experiment and yield better results for the amount of money invested than do the day schools.

Waltham, Mass. The three branches of the evening school: common school, commercial and drawing departments opened October 5th. The common school is being held Monday, Wednesday and Friday evenings and branches taught consisting of reading, writing, English language, arithmetic, history and other common school branches.

The commercial school is in session on Monday and Wednesday evenings. Instruction is offered in bookkeeping (single and double entry) penmanship and business arithmetic.

The drawing school is held Monday and Wednesday evenings. This department offers courses in machine drawing, including the various mechanical principles; architectural, comprising the details of construction, plans, elevations, and perspectives; and free hand drawing, including historic and modern use of art and ornament, and drawing from objects in various mediums. At the opening of the schools beginners and advanced classes were formed in each department.

Brooklyn, N. Y. District Superintendent M. J. Elgas proposes the introduction of courses in the evening schools so that students desiring to become proficient in any special direction may select studies toward that end.

Brooklyn, N. Y. Last year 1,340 principals and teachers were found necessary to handle the evening schools in a satisfactory manner; this year it will require 160 additional teachers.

New York City. The evening school term last winter lasted 90 nights in the elementary schools and 120 nights in the high schools.

New York. Supt. Wm. E. Maxwell, in treating of evening schools and their teachers in his annual report, says:

"The fact that in round numbers 21,000 non-English-speaking foreigners sought our evening schools in order to learn to read, write and speak the English language shows the importance of this branch of the work. I am convinced, however, that the good effects are small compared with what they might be if the instruction were of a better quality, and if the classes were smaller, in order to allow of more individual teaching. . . . Indeed, the whole question of appointing teachers for the evening schools is one that presents very great difficulties. The majority of the teachers in elementary school branches are also teachers in the day schools. . . . As a protection to the day schools, I would recommend, that hereafter women day school teachers should be prohibited from teaching in the evening schools. A few years ago such a proposition would have been regarded as harsh and unkind, because of the small salaries paid to elementary day school teachers. Now, however, when the salaries paid to these teachers are the highest in the world, there can be no reason for permitting the day school teachers to impair their health and depreciate their regular work by the added burdens of evening school service. I am not prepared to say that men who teach in day schools should be excluded from the evening schools, though probably this prohibition will also be found necessary."

Louisiana. Speaking of the movement to establish an evening school in New Orleans, State Supt. J. V. Calhoun recently said: "I approve very sincerely the movement to establish night schools for the benefit of children and youths whose necessities require them to work during the business hours of the day. I think, too, that provisions should be made for at least one school in each municipal district, and the doors should be thrown open to girls as well as boys. "In order to impart the elementary instruction for which these schools are intended, I think that attendance every alternate night for two hours is sufficient. This arrangement would allow every other evening for entertainment or home study, and would be enough to secure to pupils in a session of six months a good advancement in spelling, writing, reading, geography, history of the United States and practical arithmetic.

"In the present phase of our educational work, the chief aim should be to lessen, and, if possible, to totally remove the too great percentage of illiteracy among the pupils.

Louisville, Ky. In his monthly report, Supt. Mark makes note of the singular sight, which the evening classes in the Central colored school present.

Four out of every five pupils are over the legal age—twenty years—for attending public schools. All, however, comply with the law which provides that they pay a tuition fee of ten cents a week. This tuition has amounted to as much as \$20 or \$30 a week.

The ages of the pupils beyond the legal age range from twenty-one to seventy-five years. There are two or three over seventy. There are quite a number in the sixties, and almost as many between forty and sixty as there are between twenty-one and forty. All of these pupils are servants, mostly in private families. The older ones declare that they come to school in order to learn how to read the Bible, while most of those not so old profess a desire to learn how to "figure" so that they can keep account of their money and to read so that they may read the newspapers.

Cleveland, O. The evening schools have extended their scope of instruction so that it now includes a business course. Assistant Superintendent Muckley recently said: "The system will never be complete until it affords an opportunity for every young man to fit himself for the particular pursuit which he desires to follow."

Akron, O. The board last winter successfully enforced a rule calculated to keep triflers out of the evening schools. Each student who enters the evening classes is required to deposit \$1.50 which is returned only after he attended the classes three nights a week for fifteen weeks.

Easthampton, Mass. The evening schools are open to all. Those between the ages of 14 and 21, who can neither read nor write English, are by law compelled to attend. A deposit of \$1 is required from each student as a guarantee of good faith that such student will continue his studies after once commencing them.

The classes will continue during a term of ten weeks, three evenings a week. \$600 has been appropriated.

Fall River, Mass. A few restrictions have been laid on applicants for evening school teachers. The applicant must have the equivalent of a high school education. Day school teachers, employed full time, shall not be eligible to appointment as night school teachers until two years from their graduation from normal school. The appointment of an evening school teacher shall not fall within a year from his graduation from high school.

(Continued on page 24.)

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The Superintendent's Unsolvable Problems.

BY AN UN-NAMED BATTLE SCARRED WARRIOR IN THE FIELD OF PUBLIC EDUCATION.

Has the school superintendent problems that are not easily solved. Yes, kind reader, he has, occasionally. Are they not answered for him in the books that are written on school management, or in the lectures that he hears on pedagogy while a student in a normal school? No, not all of them are answered. There are a few fortunately that are still open for settlement in the round table sections where intelligent men gather in a room for elocutionary exercises and exhausting discussions of semi-conscious educational topics. Have you not heard some of them stated in every association meeting you have ever attended? And are they not writ in a large way in that generous collection of romance issued annually by the diligent officials of the N. E. A. and sent freight prepaid to all members in good standing? "The Problems of the Superintendent" is absolutely a staple for all teachers' conventions, and no well-regulated meeting is considered worthy of mention that is without this theme under one or more of its aliases. Do the superintendents tell all about these problems in their written and spoken efforts before their fellows in convention assembled? No, they do not, we fear; because they believe that some thoughts are too precious for general promulgation. And then, their honorable boards of education, their more honorable committees, and their most honorable co-laborers, particularly if the last happen to be of the variety known as "home teachers," might not like those honest thoughts of an honest fellow, and superintendents as a rule, must work because they are generally born poor and are given to marrying within the profession.

Surely superintendents do not conceal their real feelings and thereby hide the sacred truth. We fear they do occasionally keep back things. Why, Oh, because primarily they belong to the "noblest profession of time" and they like the phrase; and secondarily, because they need the money. Surprised, are you? You shouldn't be; your ignorance arises from the fact that you don't belong and consequently are not up on the secret work.

Generally speaking, the first problem and the last problem, yea, the everlasting problem with the superintendent concerns his getting out of the business or profession, as some love to call it, when he is once in it. He can't quite make up his mind to let go. He is an optimist. He is like the man whose aching tooth has the annoying habit of repose when he gets within hailing distance of a dentist's office. Usually a man turns to teaching for one of a few common reasons. First, he is in debt for his college education and sees in this work speedy and proportionately large returns for his labor. Such men usually get out early. Or secondly, he wants to get married because of an engagement entered into during his normal school days. He is the individual who was in the mind of an orator who some years ago won great fame in a speech about a crown of thorns on the brow of labor. Thirdly, he believes that in this work there is a means of large usefulness; he likes a life that will give him opportunity and leisure for study; and there is sufficient remuneration in the business to enable him to bring up his family as he desires. Such men usually remain in the work; they fill the places in public schools where the problems really arise. These men if left alone would do schools, communities and children a world of good. They are earnest, honest, generally capable, and far from simple. Fourthly, he doesn't see much of anything else to do and gets into this work while waiting for something else to turn up. Such usually drift from bad

to worse, and in the course of time sell life insurance.

These classes do not include all who teach. In fact, they do not provide for that considerable body that teaches for no reason, that has come through the route usually reserved for Divine revelation. These people are not infrequently met; they are sad-faced, watery-eyed, hollow-chested, wavery-voiced and rubbery-spined; these are the educational footballs; they are kicked hither and thither and in the game rarely do they get nearer the goal posts than the forty-yard line. These should render daily thanks for their jobs. What becomes of them? The Lord only knows, and it is safe to assume that he is about the only one interested. Then there is a small class, an aristocracy as it were, made up of the fellows who do pretty well in the business, know the men who deliver the goods, wear the right society pins, and hold the offices. Bright chaps these, and of such is the kingdom of book-agents.

It is with the third class that we are principally concerned; the men who stay in the work, the sane-minded men, those who might have been successful in either a business or a professional life. These are the men who don't tell all the truth—and it's a pity they cannot. What are some of their problems? Those that bother a man, those that he takes to his den with him when he sits down in the quiet for a good think and a good smoke. But we err, we should say when he sits down with his little bowl of crackers and milk; for this is Michigan, the home of the Wolverine, and in this state no well-Moderated superintendent ever smokes, save perhaps when Pat and Nancy Hanks are taking their exercise in Indiana or some other commonwealth.

The problems may be roughly placed under four heads, and since this is ostensibly a pedagogical paper we must be very careful of our firsts, secondlys, etc., because if we are not, we might be accused of attempting to institute a fad and then the change might be so abrupt as to awaken the sleepers:

1. Problems relating to the board.
2. Problems relating to the community.
3. Problems relating to the teachers.
4. Problems relating to the profession.

This board problem is a teaser for the average superintendent, particularly if the board happens to be of a kind whose members have been elected "by wards." Usually these chaps have constituents and have been thrust into the educational lime-light because some of the "peepul" have a few dull axes in the woodshed. It is a wise superintendent who knows his own school board. The average board is generally up to the average of the community except in the "election at large" cities, where it undoubtedly is above the general average. "The butcher, the baker, and candle-stick maker" usually are found in tropical profusion on school boards, as is the real estate man with slightly sites; the conservative business man with a knife in each boot for fads, extravagancies and salaries; the corresponding secretary of the woman's club or the president of the Daughters of the American Revolution, with firm decision to visit every teacher at least once a year to see for herself if the teacher knows her business and is teaching Hank and Harold and Sue according to the ideals established by the society she represents. Generally, too, this last member looks after the instruction on intoxicants, and if she is particularly zealous in this regard, she will make the superintendent eager to exchange places with the man who was in the ancient days changed

into a lovely maroon heifer and pursued up and down the shores of the blue Aegean by a specially constructed gad-fly. We should mention also the man who has a cousin, sister, wife, aunt, brother-in-law, niece, daughter, or in the old line communities an occasional grandmother, in the teaching corps;—this member can give the superintendent sleepless nights if the dear relative happens to be among the pedagogically incompetent.

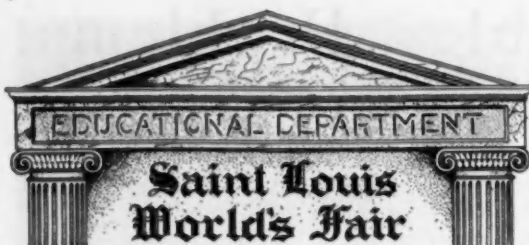
In this connection we are reminded of the case of a young friend who left the university with an unusual equipment of high ideals with which to revolutionize the school world. He went into a town where the germ of reform had never been able to live through a winter. He soon found that there were incompetents among the teachers. After reading carefully in an N. E. A. report, unabridged, a strong paper by a leading superintendent on "How to Help the Weak Teacher" he set about to help his candidates for the hospital list. The candidates didn't seem to like his spirit of suggestiveness, and soon there were rumors regarding "overworking his teachers," "nervous prostration," "a regular slave driver," etc., afloat in the town. In the spring the board asked him to make out a list of incompetents. He did so. After the smoke of battle had lifted, he found that it doesn't pay any superintendent anxious for employment to offend the mature judgments of two fathers, three uncles, one cousin and a distant relative. The combination was too much for the young man, and with his badly damaged collection of ideals he moved sorrowfully into other fields. He was heroically mentioned for his "courageous stand" by the editor of the state school paper; his educational obituary made beautiful reading and was much enjoyed by his friends; but for some reason or other, he couldn't borrow money on it, and the fact that he had lost his place at ———, though unjustly, didn't help him much when he applied for another school. Strange to say it seemed an actual handicap. Yet he had a halo which he was perfectly willing to compare with any other halo submitted.

Of course in the composition of boards, we must mention the retired minister, who frequently forgets that the mission of his Master was to bring "Peace on earth; good will to men;" the man "who has taught;" the man who has literally been knocked down and run over by the car of progress times innumerable; the chap that yells in season and out that the schools of to-day are breeding weaklings because of the scarcity of the three R's diet, and who points as proof to the fact that we have no Websters or Clays, forgetting that the men of to-day are so busy doing things that talk-men are at a discount. All these and others, better or worse, are met with on school boards and each constitutes a problem containing more than one unknown quantity.

Communities are problems quite as frequently as boards though in a less acute degree. However, just what sort of problems depends upon the size of the town. If it is small, the superintendent must ever be prepared to shift his sails to catch the newest breeze and must also have his craft in condition to sail in any kind of weather. A superintendent who can solve the problems that confront him in a small town is a certain winner in life's race, and should immediately be drafted into the diplomatic service. We submit a few problems that engage the daily attention of the superintendent.

1. There are two factions on the board; one has six votes, the other two. Which crowd

(Continued in December Number.)



STATE EDUCATIONAL EXHIBITS.

The reports from the various states and territories giving the names of those placed in charge of the exhibits to be presented at the St. Louis World's Fair, are as follows:

Alabama. No educational exhibit.

Alaska. Sheldon Jackson, Washington, D. C. In charge at St. Louis, J. G. Boykin. The school exhibit will be a part of the exhibit of the Department of the Interior.

Arizona. Executive Committee: N. G. Layton, Phoenix, chairman; Miss Helen M. Strange, Prescott; Miss Elizabeth Caruthers, Safford; Miss Eudora Mather, Tempe; Prof. Geo. Blount, Phoenix; Prof. A. N. Taylor, Flagstaff; Prof. Howard J. Hall, Tucson, and Prof. F. M. Irish, Tempe.

Arkansas. John H. Hinemon, state superintendent of instruction, in charge. A space of 18x55 feet has been granted in the Palace of Education for the state educational exhibit. The sum of \$3,500 has been appropriated by the state.

California. Robert Furlong, San Francisco, chief department of education. Advisory committee: State Supt. Thos. J. Kirk, Sacramento; Supt. Jas. A. Barr, Stockton; Supt. James A. Foshay, Los Angeles; Elmer E. Brown, State University; Samuel T. Black, State Normal, San Diego.

Colorado. Educational Committee: O. E. Collins, secretary, Colorado Springs; Wm. W. Hall, Aspen; J. F. Keating, Pueblo; Dr. Z. X. Snyder, State Normal School, Greeley; J. B. Ragan, chairman and manager, 2355 Irving street, Denver.

Connecticut. Educational committee: Frank H. Beede, New Haven; Charles D. Hine, Hartford; Samuel P. Willard, Calchester.

Delaware. No educational exhibit.

Illinois. Hon. Jas. H. Farrel, Chicago, chairman of educational committee of the commission; Hon. H. M. Dunlap, Savoy, president of the commission.

Indiana. Hon. Fassett A. Cotton, state superintendent of public instruction, Indianapolis; state board of education and educational committee of the World's Fair Commission.

Indian Territory. John D. Benedict, territorial superintendent, Muskogee, in charge.

Iowa. Hon. J. H. Trewin, commissioner; F. J. Sessions, superintendent, Cedar Rapids, Ia., in charge.

Kansas. Frank Stanley, chancellor University of Kansas, in charge. No definite appropriation has as yet been made by the state commission for an educational exhibit.

Kentucky. H. G. Brownell, of Louisville, in charge.

Louisiana. Dr. W. C. Stubbs, Audubon Park, New Orleans, in charge.

Maine. No educational exhibit.

Massachusetts. George E. Gay, 6 Beacon street, Boston, is director for the educational exhibit.

Michigan. It is altogether unlikely that an educational exhibit will be presented. The regular state appropriation is too small to leave any funds available for that purpose.

Minnesota. Miss Susanna E. Sirwell, 202 E. 13th street, Minneapolis.

Missouri. G. V. Buchanan, superintendent of schools, Sedalia, in charge.

Montana. Chairman, W. W. Welch, state superintendent of public instruction; secretary, H. H. Swain, president State Normal School, Dillon; Supt. C. S. Brother, Billings; President O. J. Craig, University of Montana, Missoula; Supt. S. D. Largent, Great Falls; President James Reid, Montana Agricultural College, Bozeman; Supt. E. A. Steere, Flathead county, and Supt. R. G. Young, Butte. Headquarters, Helena, Mont.

Ohio. No state appropriation was made for an educational exhibit at the St. Louis Exposition, consequently nothing has been done along that line. I understand, however, that several school districts throughout the state are contemplating making an exhibit, but no definite information in regard to the same has been received. Lewis D. Bonebrake, state commissioner of schools.

Oklahoma. Territorial Board of Education, Guthrie.

Nebraska. E. H. Barbour, University of Nebraska, Lincoln.

New Hampshire. No educational exhibit.

New Jersey. S. R. Morse, curator of state museum and member state board of education, Trenton.

New York. Delancey M. Ellis, 46 Elwood building, Rochester, commissioner of education. The state department of public instruction will make a special exhibit.

New York City. A. W. Edson, assistant superintendent of schools, board of education.

North Dakota. W. L. Stockwell, state superintendent of public instruction, Bismarck.

North Carolina. No educational exhibit.

Oregon. Prof. F. G. Young, Eugene, in charge. Supt. H. S. Lyman, Astoria, will superintend the work.

Pennsylvania. Addison M. Jones, superintendent of schools, Westchester, Pa., is in charge.

Philadelphia. Henry R. Edmunds, Joel Cook, Simon Gratz, Joseph W. Catharine, William J. Manning, Thomas G. Barrett, Alexander P. Colesberry, Charles H. Vanfleet, Thomas E. Merchant, Paul Kavanaugh, William T. Tilden, Harvey H. Hubbert and Thomas Shallcross.

Rhode Island. Thomas B. Stockwell, state school commissioner. No definite action taken.

South Dakota. C. C. Bras, of Mitchell, will administer the exhibit. At St. Louis Mrs. Lillie

S. Cooper, of the Springfield Normal, will be in charge.

Texas. W. I. Lemmon, Sherman, secretary of the Texas Educational Commission.

Vermont. No educational exhibit.

Washington. R. B. Bryan, state superintendent and ex-officio president state board of education, Olympia.

West Virginia. Thomas C. Miller, state superintendent of schools, Charleston, in charge.

Wisconsin. Chairman, Wm. Geo. Bruce, editor American School Board Journal, Milwaukee; secretary, W. D. Parker, Milwaukee, in charge.

ST. LOUIS WORLD'S FAIR EXHIBITORS.

The list of Educational Publishers and School Supply manufacturers who will present an exhibit of their goods in the Education Building of the St. Louis World's Fair next year, is exceedingly small. The reasons, as far as we have been able to ascertain them, may be assigned to several causes.

The merchants have been exceedingly busy during the present year and have not been able to give the subject sufficient thought and attention.

The larger number of those who have decided not to participate give it as their reason that an exhibit does not pay. The expense of shipping a stock of goods, it is held, erecting a booth and maintaining the exhibit for eight months is not warranted by their returns.

Those who will make an exhibit of their goods are as follows:

EDUCATIONAL PUBLISHERS.

Prang Educational Co., Chicago, Ill.
G. & C. Merriam Co., Springfield, Mass.
Wm. R. Jenkins & Co., New York City.
Funk & Wagnalls Co., New York City.
J. B. Lippincott Co., Philadelphia, Pa.
Educational Publishing Co., Boston, Mass.
Ginn & Company, Boston, Mass.
Rand, McNally & Co., Chicago, Ill.
Silver, Burdett & Co., New York City.
American Book Co., New York City.
A. C. McClurg & Co., Chicago, Ill.

SCHOOL SUPPLY FIRMS.

Thomas Charles Co., Chicago, Ill.
Rand, McNally & Co., Chicago, Ill.
The Fred Macy Co., Grand Rapids, Mich.
Milw. Dustless Brush Co., Milwaukee, Wis.
Miller Keyless Lock Co., Stronghurst, Ill.
Holden Patent Book Cover Co., Springfield, Mass.
Rockwell-Wabash Co., Chicago, Ill.
Cincinnati Game Co., Cincinnati, O.
D. M. Stewart Mfg. Co., Chattanooga, Tenn.
Chicago Laboratory Supply & Scale Co., Chicago, Ill.
Milton Bradley Co., Springfield, Mass.
E. T. Burrows Co., Portland, Me.
James G. Wilson Mfg. Co., New York City.
Central School Supply House, Chicago, Ill.



CHAS. P. CARY,
State Superintendent.



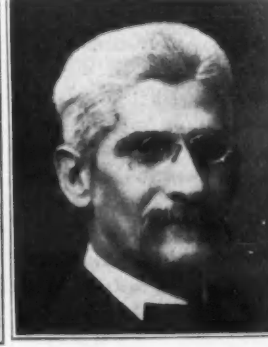
C. DWIGHT MARSH,
Ripon.



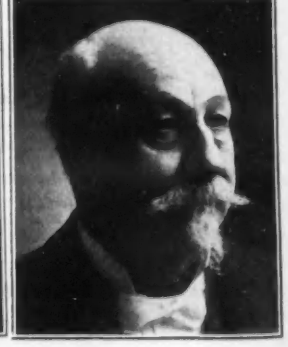
SILAS B. TOBEY,
Chippewa Falls.



F. S. HYER,
Manitowoc.



E. A. BIRGE,
Madison.



ROBERT C. SPENCER,
Milwaukee.

MEMBERS OF THE WISCONSIN COMMITTEE ON EDUCATIONAL EXHIBITS, ST. LOUIS WORLD'S FAIR.

L. C. Smith & Bros. Typewriter Co., Syracuse, N. Y.

Smith-Premier Typewriter Co., Syracuse, N. Y.

Remington Typewriter Co., New York.

Oliver Typewriter Co., Chicago, Ill.

Densmore Typewriter Co., New York City.

Philadelphia. The preparation of the exhibit is in the hands of a committee of fourteen from the school board under the direction of Dr. Edward Brooks, superintendent of schools.

Richmond, Ind. The preparation of the Wayne county exhibit will be in the hands of County Supt. C. E. Jordan, Richmond; H. E. Penny, Cambridge City, and R. N. Belson, Jacksonburg.

South Carolina. No appropriation for educational exhibit. Movement to raise means by private subscription on foot. O. B. Martin, state superintendent of education.

Massachusetts. The city of Boston, alone, will occupy one-third of the floor space allotted to the state for educational exhibits. All of the higher institutions of learning except Harvard College and the Institute of Technology will assist in making the exhibit a credit to the state.

It has been suggested that all educational exhibit material be completed February 1st, and gathered at some central point in the state to be arranged, packed and shipped by March 1st. The exhibit booth, together with the necessary shelving, drawers and cases ought also to be ready by March 1st, so that the installation may be made in time for the opening of the Fair, April 30.

Perhaps the two most interesting exhibits of foreign nations will be those of China and Japan, as showing the educational systems of an earlier civilization. The comparison of the systems of the old regime of the Orient cannot fail to prove of great interest to educational experts. China's exhibit in the Palace of Education at the Louisiana Purchase Exposition will be the first that the Celestial Empire has ever made in this department at a world's fair.

Davenport, Ia. The exhibit at the Fair, of the city schools, will be made up as follows:

An exhibition of drawing from all the grades, including high and training schools.

Manual training exhibit, in woodwork and mechanical drawing.

Cooking school exhibits, consisting of charts and notebooks.

Volumes of written work, by pupils of sixth, seventh, eighth and ninth grades, high and training schools.

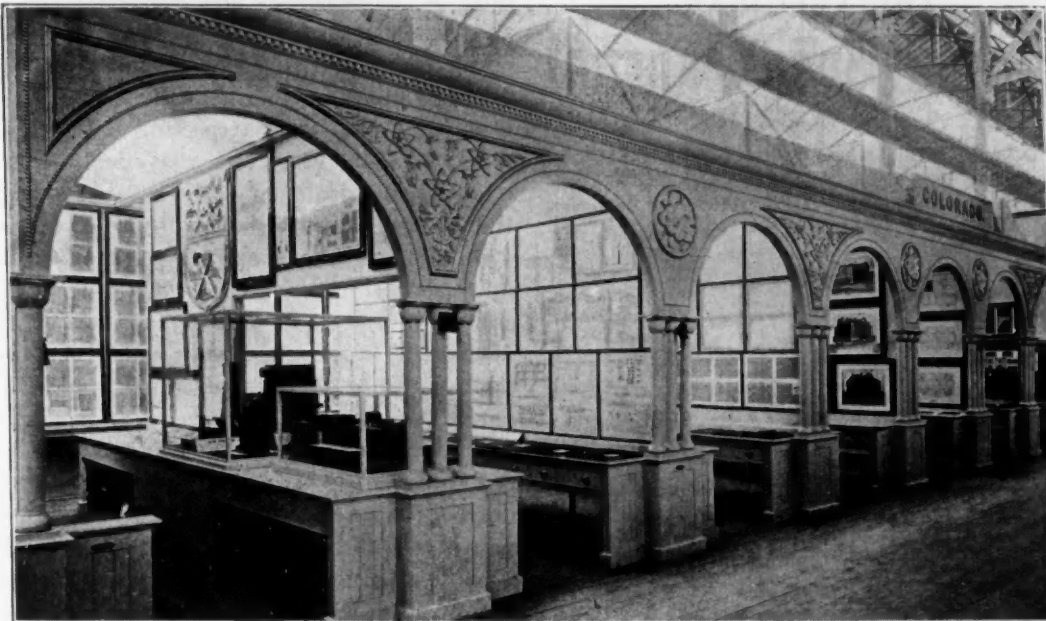
Photographs or prints of all the school buildings in groups, interior views showing manual training, cooking, gymnastics and other school exercises in operation.

Exhibit of School Sanitation.

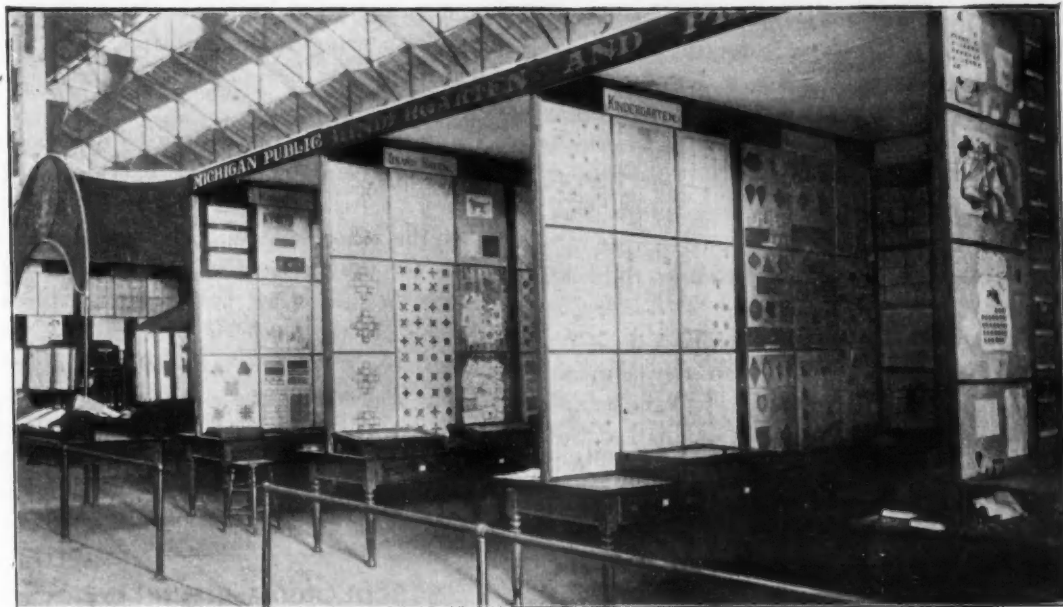
The N. O. Nelson Manufacturing Company's principal exhibit will be in the Education building, in which is installed their system of Ventilated School Latrines and Urinals complete, just as they are used in the best public schools in St. Louis and other places.

Mr. Isaac H. Taylor, the director of works of the World's Fair, decided that the use of these fixtures in that building would be a splendid object lesson for all of the visiting school trustees, superintendents and teachers.

In commenting on the matter recently he stated that his observation was that not nearly enough attention was given to the sanitation of school buildings; that school boards spent too much money on exterior ornamentation of buildings and not enough on the sanitary requirements inside of the building.



COLORADO'S EDUCATIONAL EXHIBIT.



MICHIGAN'S EDUCATIONAL EXHIBIT.



WISCONSIN'S EDUCATIONAL EXHIBIT.

Educational Exhibits as they appeared at the Chicago-Columbian Exposition 1903

THE AMERICAN School Board Journal

DEVOTED TO
School Boards, School Officials and Teachers.

WM. GEO. BRUCE, - - - Editor and Publisher,
New York—Chicago—Milwaukee.
W. J. LAKE, Eastern Manager

NEW YORK OFFICE: - - - 63 Fifth Ave.
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NEXT YEAR'S N. E. A. MEETING.

The action taken by the authorities at Seattle, Washington, in withdrawing the invitation extended last July to the National Educational Association to hold its meeting in that city next year will require a recast of some of the plans already made.

While it is unlikely that the Executive Committee has gone beyond the bare consideration of the several convention cities, many of the members had already looked to Seattle as the logical city for next year's meeting.

Portland, Oregon, however, another coast city, is still bidding for the honor to entertain the N. E. A. next year. It will cross swords with the World's Fair City and the Executive Committee will, in the near future, look into the claims of both.

Therefore, St. Louis or Portland. Which?

THE OLD, OLD STORY.

The following is an editorial from a newspaper published in an Eastern city, and is applicable to the school boards of one half of the cities and towns of the country:

What the gentlemen in whose hands is placed the responsibility of directing the affairs of the public schools of this city want to do at first is to stop bickering. Their function is to manage the financial affairs of the school system, to provide teachers, to look after the care of the school property, and to lay down general rule for the guidance of the superintendent, principals and teachers. Further than this they are not expected to go.

When the board selects a superintendent it is with the understanding and expectation that the superintendent is qualified to look after the instruction of the thousands of scholars, and to so arrange details in respect to the courses of study that the best possible mental results are to be obtained. Upon the superintendent should be placed the full and undisputed responsibility for whatever pertains to matters purely educational. It is for him to determine what is best for scholars, how the most satisfactory returns can be ensured, to make the standing of the schools as high as possible, and in every way to strive to improve the school system. Of course in this work the superintendent is to be guided so far as expenses go by the sum available and under control of the board of education.

When members of the board seek to take upon themselves the functions of the superintendent and to interfere with his work—even to the extent of countermanding his instruc-

tions to the principals and teachers—then it must be set down that the school affairs are to be placed in jeopardy. There ought to be a thorough understanding upon the part of each member of the board respecting the natural functions of the board and what should be the undisputed jurisdiction of the superintendent. But, instead, we are continually being edified with captious objections and personal verbal controversies at the meetings of the board of education, and thus far in the direction of placing the superintendent in a position that ties his hands to a large extent. All this should be stopped at once.

The superintendent should be accorded the full direction of the purely educational features of the school system, and then if he fails he can be held to an accounting. We take it that the superintendent has solely in view the betterment of the schools, the advancement of the standing of the scholars, and to secure the best possible teachers to be provided. The time has come when the board of education should subside and keep hands off of those things with which they should not trifle, and of which many of them have no intelligent conception.

The members of the board were not chosen because of their standing as educators, but they were selected to look after the business end of the school system. It is for them to provide for the payment of bills, to keep the buildings in good order, to see that the superintendent and the teachers do their duty, and nothing more. They are not expected to know anything concerning the practical details of educational methods as determined by expert teachers during the last fifty years, and now being made possible of application by those who have made teaching their life work.

SCHOOL ROOM DISCIPLINE.

Discipline is as essential to the school room as is the compass to the ship in midocean. The effective direction of class room labors can only be hoped for when the individual conduct of the pupils is assured.

The infractions upon the good discipline of the school room, which come before the average school committee of the United States for adjudication are, in the most instances, directly traceable to the maternal parent. Or, to put this statement into a somewhat different and less abrupt form, the American mother is the strongest factor in school room discipline.

The average mother is not ready to accept this statement, unqualifiedly, more especially when she remembers that there are teachers and teachers, and that some of them are woefully weak in disciplinary powers. Nevertheless, a study in school administrative labors, covering many cities and extending over a number of years, warrants the statement.

Where the home discipline is lax, the school-room suffers. This laxity can not be always successfully overcome, either by the rules and regulations of the school or the disciplinary powers of the teacher. And, right here, comes in the grave question whether the mother has a right to exact of the teacher the labors which

she, herself, ought to perform, or to expect the teacher to make up for the shortcomings of the mother.

It may safely be set down that the most vicious incorrigibles usually come from the slum districts, but it is equally true that, as a whole, the children coming from the strictly American families of the better conditioned classes come to the schools with the poorest home discipline.

Here the maternal head of the household, owing to arduous social duties, leaves the discipline of her children to the father or to the servants, or neglects it entirely, which means that the real discipline is left to the school.

Another class of mothers who, while they wield a well-meant, though, perhaps, a faulty discipline at home, are apt to interfere with the good order of the school through a suspicion and resentment of everything that makes up for the mental and moral growth of the child. The self-assertive mother of this class will, upon the slightest provocation, free her mind as to the wisdom of the school authorities and the fitness and character of the teacher—to the ultimate detriment of the child. The story which has been told by the child regarding the action of the teacher and which has inflamed the mind of the mother, may not be an absolute falsehood. The chances are that the child has spoken the truth—but merely failed to tell the whole truth. Hence, the difficulty.

The vindictive mother makes no distinction between a truth partly revealed and a truth impartially and fully told. Any inference on the part of the teacher that little Johnnie has not told the whole truth is challenged as an assertion of falsehood.

If the mother and teacher, dividing, as they do, their time between the care of the child, share in the disciplinary labors, then the question may well be asked how this division shall be made.

It may not be wholly reasonable to say that the teacher has a right to expect a perfectly tractable child. But we can not escape the soundness of the argument that the burden of training in conduct and behavior should be with the mother.

She certainly has no moral right to send out a child, which she does not care to govern herself sufficiently, in order to make him governable in the school room. Occasional infractions upon the rules may be expected, and must be accepted as being natural to the ordinary mishaps of child life. But, it is incumbent upon the mother primarily to train her child in such a manner as to render him, under competent school room discipline, a tractable pupil.

ABOLISHING "POLITICAL PULLS."

The system employed by the Chicago Board of Education in abolishing all "pulls and hauls" in the appointment of teachers which is left in the hands of the superintendent is rigidly enforced.

The rules require that the superintendent must give publicity to all the efforts made to



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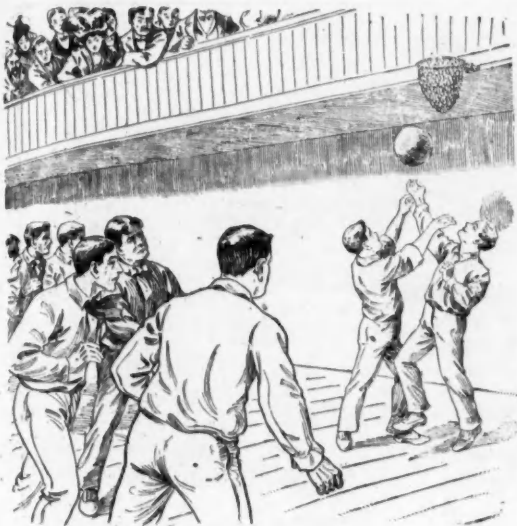
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Basket Ball playing in High Schools is gaining in popularity.



The only Comet observed by all colleges.



The Problem which confronts the Philadelphia School Board

influence him in the selection of teachers. This publicity involves the applicant for a position as well as the person who urges the applicant's appointment.

The assignments in which Superintendent Cooley reported that attempts had been made to influence him during the vacation period, with the source of the pull, follows:

"Pull" and teacher.....School
Trustee Mark—Edith E. Snyder...Avondale
Trustee Tilden—Margaret V. Parrington
.....Jorka
Trustee O'Ryan—Mary Torpery....Farragut
Trustee Rowland—Jane H. O'Brien....
.....Carpenter
Trustee Claussensius—Richard Wagen-
knecht.....Crane
Trustee Plamondon—Regina M. Eger..
.....McClellan
Trustee Isabelle O'Keefe—Anna V. Cro-
nin.....Libby
Andrew M. Lynch—Lillian F. Joyce....
.....Park Manor
Alderman Ruxton—M. Brosnahan.Hammond
B. J. McMahon—F. M. Eastman....Armour
John W. Farley—Anna K. Sullivan....
.....Wadsworth

The remainder of the "pulls" were directed toward securing transfers.

"It's smaller than I expected," commended

Superintendent Cooley. "It indicates that the rule adopted last year is diminishing the 'pull' habit."

"The names given," says a daily by way of comment, "are those of well-known citizens who have the public welfare at heart. Their endorsement of teachers whom they have known for years, who have perhaps been teachers of their children or whose record in their neighborhood is highly creditable ought to have some weight and should be sought instead of being condemned."

"If a superintendent is weak-minded, influenced now by one political motive and now by another, pull would undoubtedly work mischief in the schools. With a sane, level-headed superintendent, as Mr. Cooley is admitted to be, information regarding the schools or the teachers should be welcomed and not set down as something vicious on the part of an interfering public."

SCHOOL SANITATION.

The matter of proper sanitation in buildings devoted to school purposes is one that is attracting an increasing amount of attention both from parents and those who are charged with school management. Conditions that are likely to develop an epidemic of contagious diseases, or that are pretty sure to make it difficult to combat such an outbreak, are serious things for a school

to face, and instances resulting from such conditions are not so infrequent as to make a lack of "terrible examples."

In this line a prominent physician said recently: "Parents are altogether too likely to select a school for their boy or girl simply for the educational and social advantages offered, and because its situation is slightly, without making even a cursory examination into the natural conditions of sanitation. It goes without saying that in the large majority of schools of moment the interior sanitary appointments, such as plumbing and the like, are all that might be desired. But there are other considerations just as important in the natural sanitary conditions.

"Thus it should be inquired whether the school is afforded a natural drainage. For this, of course, a location on high ground is most important, and there should be a sandy subsoil, so that water may be easily carried away and not allowed to make a soggy formation. Further than this, the source of the water supply, if the school is situated outside of a city, is a matter of prime importance, for, as is well known, the run of typhoid fever epidemics has its origin in polluted water.

"These are but a few of the considerations bearing upon the matter of school sanitation, and which must be considered by both school authorities and parents alike. The selection of a good school to which send a boy or girl is a serious matter in any event, and it should not be thought that a decision can be reached when merely there has been a survey of a catalogue and a possible visit of hurried inspection.



Taking Precautions where School Boards have adopted corporal punishment,



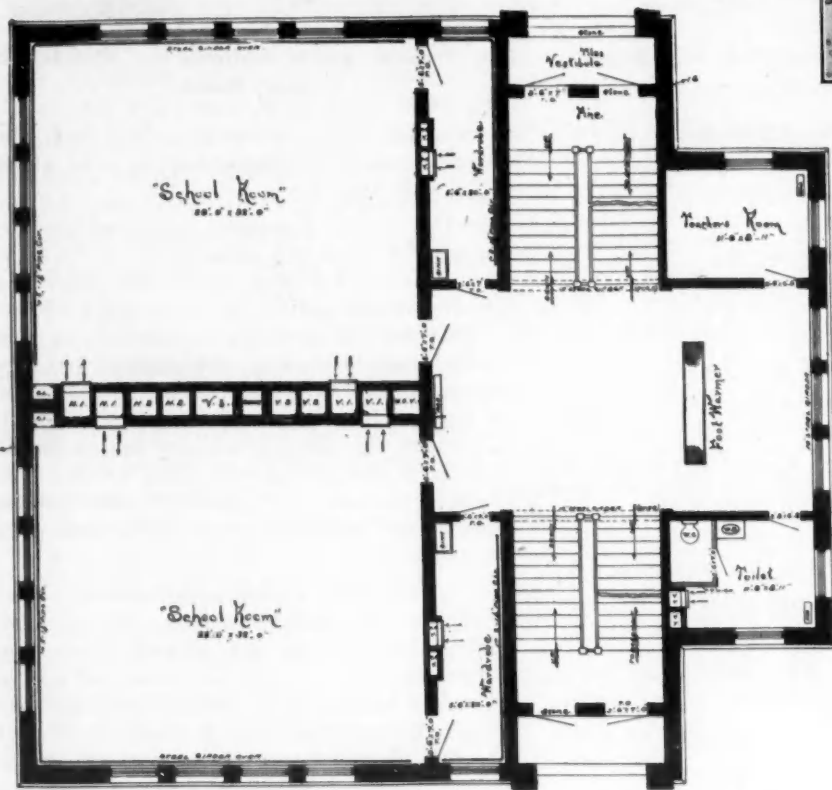
A kind of Manual Training designed to relieve over crowded school districts,



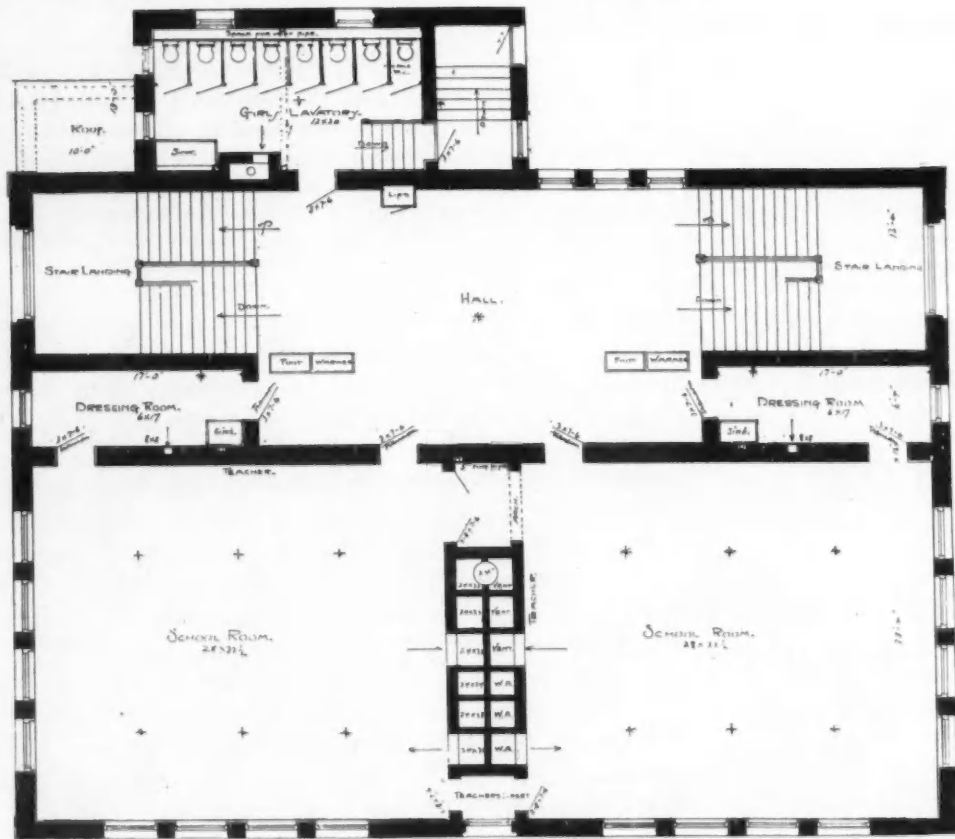
How some Boards of Education select their Teachers,



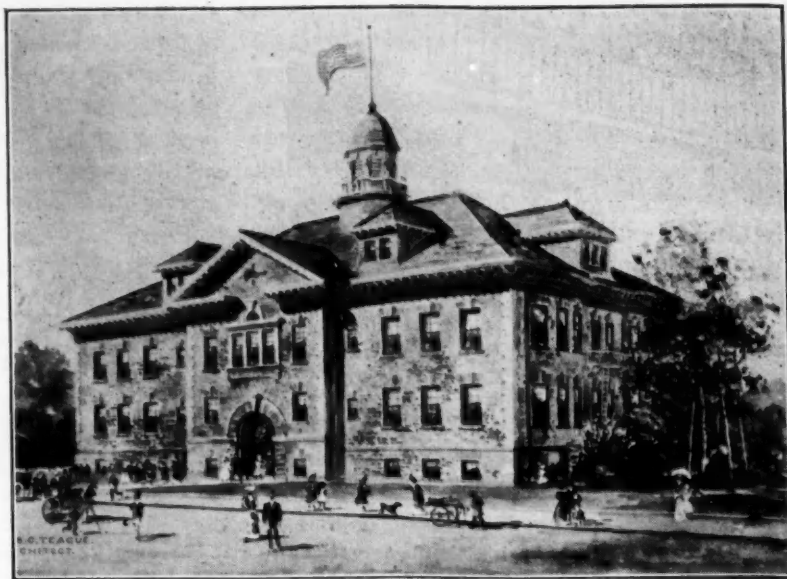
NEW SCHOOL HOUSE, NORTH TOPEKA, KAN.
12 Rooms. L. M. Wood, Architect. Cost \$22,500.



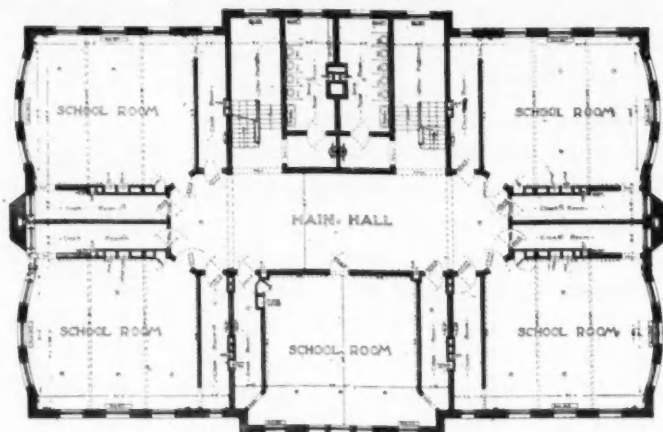
FIRST FLOOR PLAN, NORTHVILLE SCHOOL, WORCESTER, MASS.



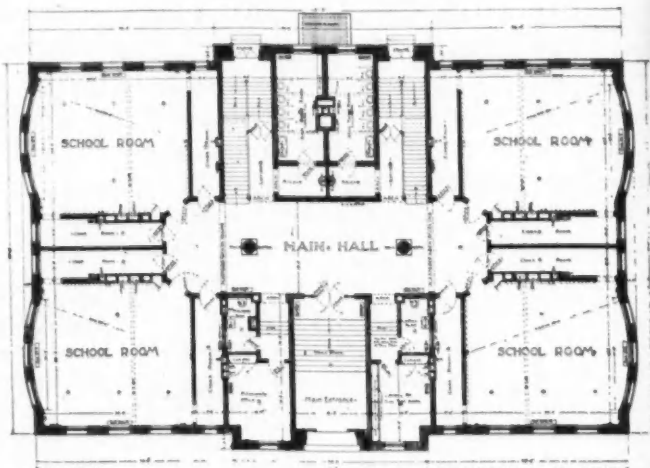
FIRST FLOOR PLAN, SEVER STREET SCHOOL, WORCESTER, MASS.



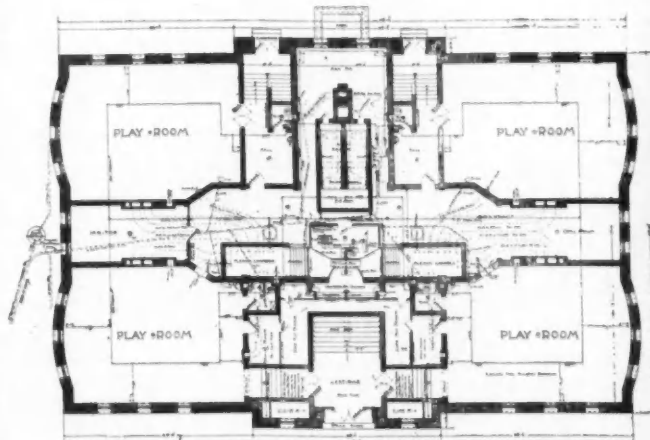
LINCOLN SCHOOL, SAULT STE. MARIE, MICH.
C. M. Teague, Architect.



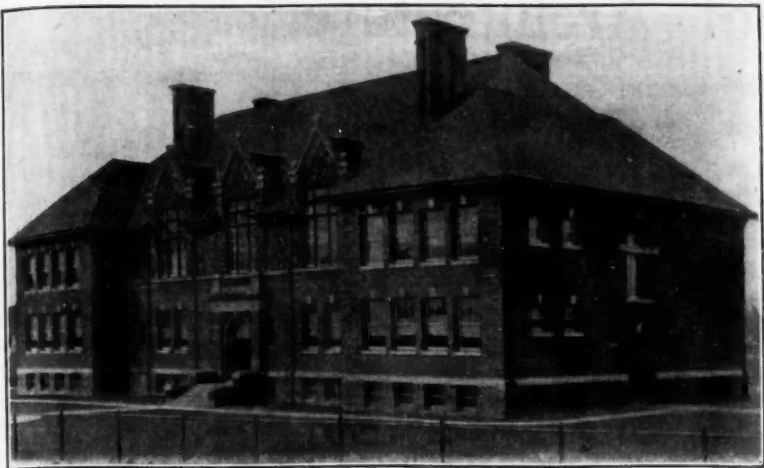
SECOND FLOOR PLAN.



FIRST FLOOR PLAN.



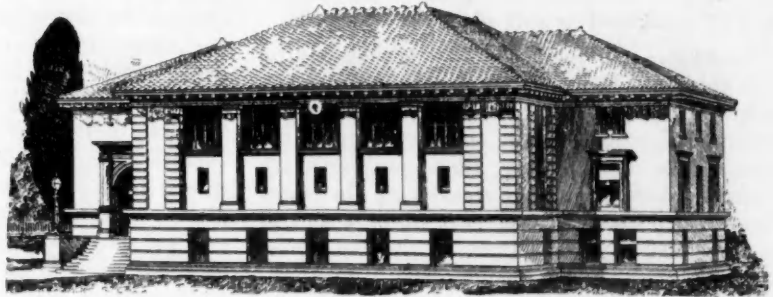
BASEMENT, HEATING AND VENTILATING PLAN,
THE NEW LINCOLN SCHOOL,
Sault Ste. Marie, Mich.



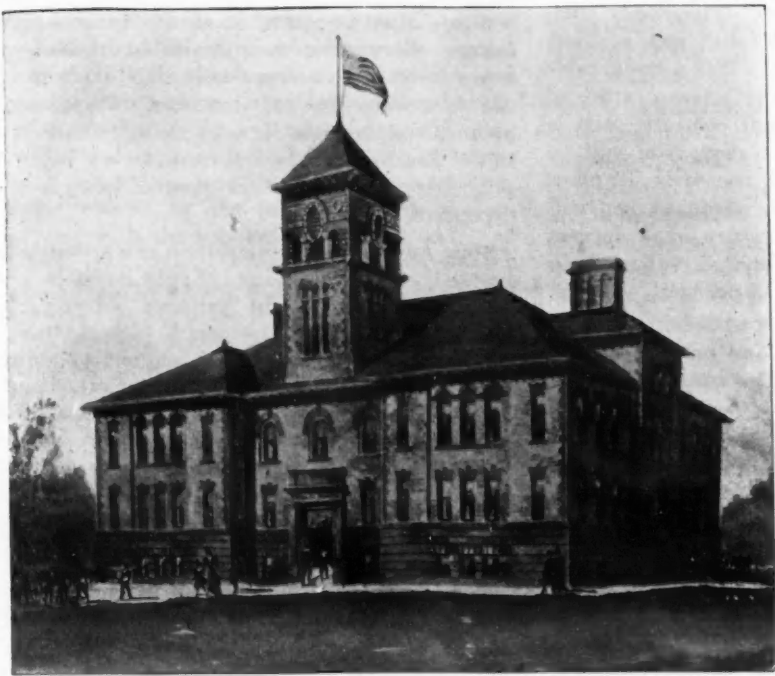
LIBERTY SCHOOL, ENGLEWOOD, N. J.
Davis & Shepard, Architects, New York City.



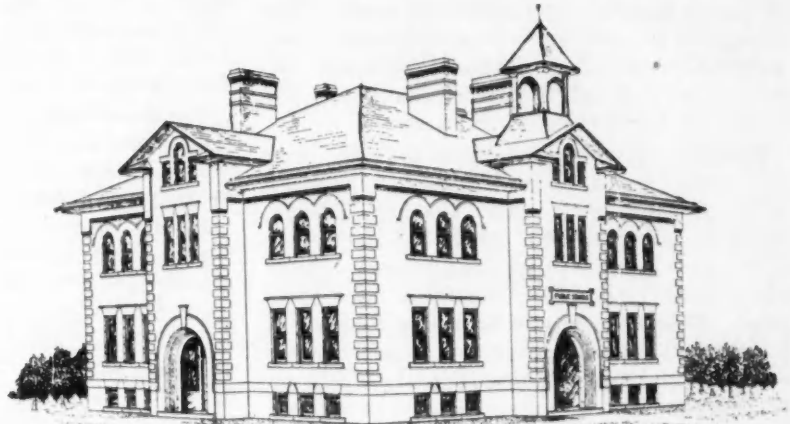
ACADEMIC HALL, NORMAL SCHOOL, CAPE GIRARDEAU, MO.
J. B. Legg and C. S. Holloway, Architects.



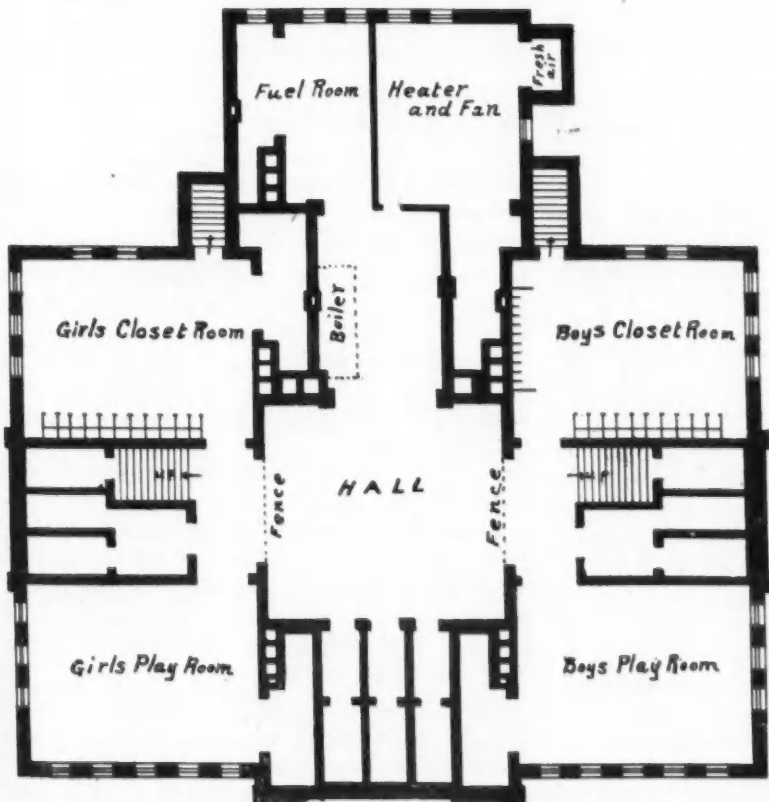
CARNEGIE LIBRARY, WINDSOR, CANADA.
John Scott & Co., Architects, Detroit, Mich.



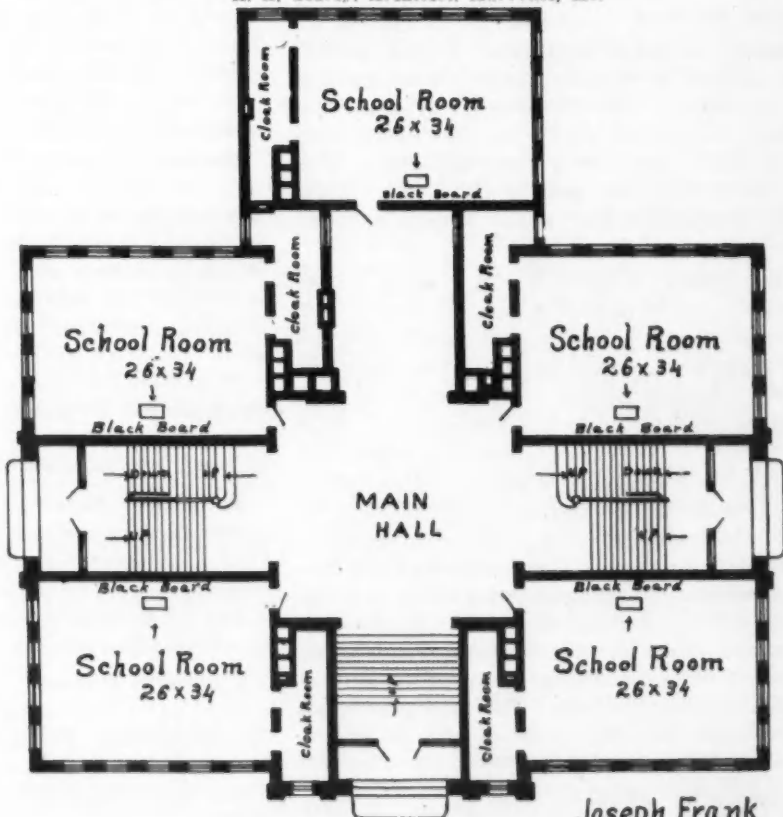
PARK SCHOOL, SAULT STE. MARIE, MICH.



DESIGN FOR SCHOOL HOUSE.
A. A. Searcy, Architect, Marvville, Mo.



BASEMENT PLAN.

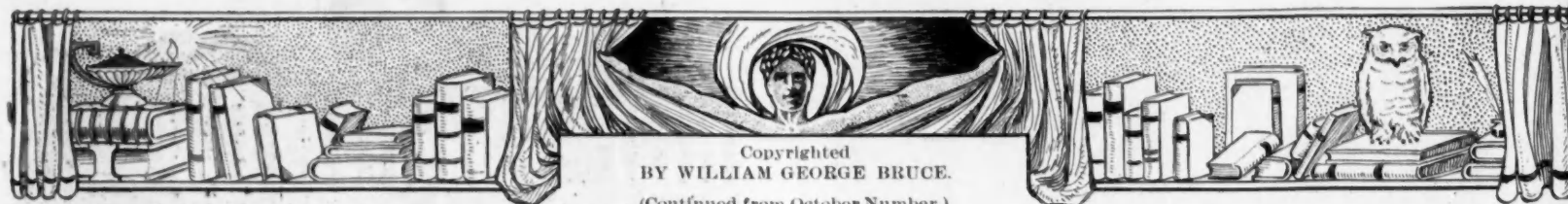


FIRST FLOOR PLAN.

FLOOR PLANS, NEW PUBLIC SCHOOL No. 2, ERIE, PA.
Joseph Frank, Architect. H. C. Missimer, Superintendent of Schools.

Joseph Frank.
Architect, Erie, Pa.

Essentials in School Architecture.



Excavations.—In making excavations, care should be taken to see that the soil is suitable for the foundation contemplated. The architect's attention should be called to any indication of quicksand or soft places.

Exposure.—Authorities differ considerably on this subject. There are those who favor north light, because it is more steady. Southern exposure is favored because sunlight is most desirable as a disinfectant. Both conditions are desirable, but cannot be secured at the same time. Good sense dictates that sunlight should be had, at least, during a part of the day—thus, making east exposures most desirable. West exposure is the least desirable.

Fences.—If used at all, should be open so as to permit the air to circulate through them and to enable the sunlight to cover the yard. They should be at rear or side of grounds. They should be neat and unclimable. On north line a stone or brick wall is desirable, as it will offer protection against the northern winds.

Flooring.—Hard wood is more sanitary, more easily swept and kept clean. Maple or Georgia or Florida pine wood makes desirable flooring. Maple is most desirable. Should be thoroughly oiled and swept with dustless oil brushes. Flooring in boiler rooms should consist of brick pavement. Basements should be laid with asphalt, $\frac{3}{4}$ inch thick, or with cement. If wooden floors are used in basement, they should be laid on concrete bed. In specifying Georgia or Florida pine care should be taken to limit the width to $2\frac{1}{2}$ inches, and the quality as being comb grained. Otherwise it is the poorest floor which can be put down.

Floors.—Ought to be double. The under floor may be made of common match fencing or sound dressed boards. (See Deafening.) The under or lining floor should always be laid in diagonal order. This not only stiffens and strengthens the entire floor, but permits the laying of the upper flooring in the correct direction in all cases.

Floor Plans.—No portion of a building should be studied more carefully than the floor plans. Economy of space or rather utility of space and proper lighting should be the prime object in mind. The accessibility of the classroom, considering their use, the width of the corridors, the location of cloak rooms, teachers' rooms, etc., should be taken into account. This booklet treats the requisites under their separate headings.

Foundations.—Stone is preferable to brick, unless the latter is a hard clinker or artificial brick. Stone with flat bed should be selected wherever expedient. Concrete for footings, where clean gravel or broken stone can be obtained, is preferable to stone footings. The thickness in all cases, should vary in accordance with the weight to be carried.

Height.—No school building should be more than three stories high. Two storied buildings are always preferable. The ceilings should be, at least, 13 feet high, thus, enabling ample window space.

Humidity.—The average percentage of moisture in the outdoor atmosphere is 70 per cent. The average house atmosphere during the months of the year when artificial heat is employed, contains from 10 to 20 per cent. of air moisture. This means a dryness which is greater than that of the deserts at their driest period, during which the moisture is reduced to from 12 to 25 per cent. A mummified and shriveled appearance of the human skin is caused by a dry atmosphere. The ruddy complexion and red cheeks of English men and women are due to air moisture. It is a remarkable fact that while it may require a temperature of 70 degrees to ensure physical comfort—with a relative humidity of 50 per cent. you will be comfortable at 65 degrees of warmth. In other words, if the air moisture is adequate, you will be comfortable in a temperature of 5 degrees less. This, it has been estimated, will make a fuel saving of from $12\frac{1}{2}$ to 15 per cent.

The Humidostat—Is a device which regulates the air moisture in a room and holds it at any desired degree. It is the invention of Prof. Warren S. Johnson of the Johnson Service Company, Milwaukee, Wis.

Janitor's Room.—The janitor should be given a room in the basement in which he may make small repairs and store schoolroom paraphernalia. It should be equipped with a work bench and some shelving. Where the plans permit, to do so, conveniently, the room should be accessible directly from the outside.

Lighting.—The window area should be at least 1-5 of the floor space. Where light is poor, it should be $\frac{1}{4}$ of that space. The light should come from one side of the room only, and pass over the left shoulder. The windows should be close to the ceilings and ought not to be nearer than three feet to the floor.

Material.—The material to go on the exterior of a building is determined somewhat by the accessibility of stone, brick or lumber in your vicinity. If good stone is within easy reach, it may be cheaper than other material, all things considered. A wooden building should be constructed only when brick or stone is too expensive.

Metal Work.—The principal metal work is confined to the heating system. Outside of this, tin or galvanized iron may be used for roofing; also for gutters and down spouts.

Partitions—Movable.—There are instances where movable or sliding partitions are practical. An assembly room, which may be too large, can, in whole or part, be cut up into classrooms. This may be desirable where a school is temporarily crowded.

Principal's Room.—This room should be so located as to be most accessible from all parts of the building. If the building is designed for both graded and high school purposes, the principal's room should be nearest the high school department.

Roofs.—In shingling roof, tinned or galvanized iron nails should be used. Other nails rust more easily. Slate or tile roofs are desir-

able and can be had in black, green or red colors. They make a durable and handsome roof. Tile is the more expensive. For flat roof composition, tin or tar and gravel may be used. Do not have high roof for low lot. Avoid cut up or angled roofs on economic grounds—these roofs, unless very securely constructed, may involve considerable expense in repairs. On the whole, the roof should be in keeping with the general design.

Site.—Must be central in point of school population. Corner lot most desirable. Should be away from noise and polluted air. High in order to secure best of drainage. Playgrounds about 30 square feet for each child. While this is the English standard it cannot very well apply to large cities, where ground space is too expensive.

Stair Cases—Circular stair cases should be avoided. The stair-raisers should be $6\frac{1}{2}$ inches, with 13-inch treads, in primary schools. In other schools, 7-inch riser, with 13-inch treads. In high building, with only one set of stairs, they should be fireproof. Rubber or other mats should never be used on any staircases. No school building of two stories or more should have less than two staircases.

Steam.—The average consumption of coal for steam boilers ranges from 6 to 8 lbs. per hour for each square foot of grate surface.

To find the pressure in pounds per square inch of a column of water, multiply the height of the column in feet by .434.

* Steam rising from water at its boiling point (212 degrees) has a pressure equal to the atmosphere (14.7 lbs. to the square inch).

To evaporate one cubic foot of water requires the consumption of about $7\frac{1}{2}$ lbs. of ordinary coal, or about 1 lb. of coal to 1 gallon of water.

Teacher's Bookcases.—A bookcase 12 inches deep for the use of the teacher should be provided.

Teacher's Wardrobe—Or case, for the teacher's use, 16 inches in depth, should be provided.

Temperature.—The temperature of the classrooms should be kept at 70 degrees. A variation from this is likely to result not only in discomforts, but in a detriment to the health of the schoolroom occupants. A room that is too hot is likely to cause perspiration, and a consequent chill, when the body is suddenly exposed to a cold outdoor temperature. Near the seacoast or in humid climates 68 degrees is better for children than 70 degrees. A uniformity of temperature can only be secured by thermostats which work automatically.

Teacher's Room.—Such a room should be provided wherever six or more teachers are employed. It should be provided with closets, a wardrobe, tables and chairs.

Toilet Rooms.—Modern schoolhouse plans provide for toilet rooms on every floor, as being the most desirable. These should be so arranged as to secure a complete separation of the sexes, built entirely sanitary, using no wood in floors or partitions. If placed in basement, as is now

(Continued in December Number.)



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New Rules and Regulations

Allentown, Pa. The board has adopted a new rule regarding promotions. The rule reads as follows: "The average required for promotion or graduation in the public schools shall be 80 per cent. Pupils shall be promoted by their teachers on their term average. Any pupil failing to make the term average of 80 per cent. shall be entitled to an examination for promotion or graduation, and the term average shall not be considered in any examination. Such examination shall not be held by the teacher who taught during the term the pupil to be examined, but such pupil shall be examined by some other teacher chosen as follows: In grades below grammar schools by a teacher chosen by the superintendent in conjunction with the respective section boards, under whose supervision said pupil to be examined attended school; in the grammar schools, by a teacher chosen by the superintendent in conjunction with the grammar school committee, and in the high school by a teacher chosen by the superintendent in conjunction with the high school committee."

Burr Oak, Mich. The board has passed a rule forbidding hazing in the high school, under pain of suspension for periods of from three to ten days at the discretion of the secretary of the board. If a senior is suspended twice during the year, his diploma may be withheld.

The rule also provides that the parents or guardian of the pupil suspended be notified by the secretary. If the parents or guardians seek to have the pupil instated before the expiration of the suspension period they may obtain a hearing before the board upon giving notice in writing.

Minnesota. State Superintendent J. W. Olson has announced a new set of rules governing state aid to semigraded and rural schools. The rules are intended to raise the standard of instruction. Hereafter rural schools will not receive aid unless there is an average daily attendance of at least twelve and unless books to the amount of \$15 are added to the school annually. Semigraded schools must purchase \$20 worth of books a year.

The application of each school must show that it has maintained its standard of efficiency, both in the character of the work and in the equipment, and that some improvement has been made during the year. The school grounds must be kept neat and clean, and present an orderly and attractive appearance.

The teachers, from the beginning of and through the school year, shall have held the certificates required by law.

Fremont, Neb. The school board decided recently that there will be no more foot-ball in connection with their high school, and the superintendent was instructed to discourage it in every possible way.

New York City. Supt. Maxwell has issued a letter to the principals of the city schools instructing them to use judgment and discretion in the hour of dismissal, either at recess or the close of the school day, when extraordinary weather conditions prevail, and says that the pupils must not be sent from the buildings when a violent storm is in progress. These instructions are the result of complaints of a large number of parents whose children were turned out, recently, in a severe storm.

Logansport, Ind. The school board has prohibited high school students to practice foot-ball, use the school rooms for foot-ball meetings, or play with an out-of-town team.

Rockford, Ill. The board has revised its rule

relating to discipline in the school. The rule requires teachers to secure discipline as much as possible by kindness, firmness and self-control, combined with constant and cheerful activity on the part of the pupil and the encouraging atmosphere of the schoolroom.

To this the board has added the following clause, which practically endorses bodily chastisement in extreme cases of disobedience:

"Teachers should avoid all appearance of indiscreet haste and in the more difficult cases of discipline should apply to the principal or superintendent for advice and direction. Cases of corporal punishment must be reported to the principal. No teacher shall punish children by striking or slapping on or about the head."

Logansport, Ill. The school board has passed a rule forbidding the high school students from gathering near the high school building before the morning and afternoon session.

Calumet, Mich. The school board has decided that hereafter only students of the high school or those who have completed their eighth grade work in the grammar department will be eligible to take up the courses in the manual training and domestic science departments.

Carlinville, Ill. A resolution has been adopted giving the grade pupils the opportunity of taking promotion examinations when they so desire.

Lansing, Mich. The Committee on Teachers will hereafter be composed of three members instead of six. This plan will allow the member to get closer to the superintendent and cause less friction in the employing of teachers.

The county board of education at San Jose, Cal., has adopted the following: No teacher shall be retained on the county board's accredited list of teachers who fails to promote upon examinations before the board, in addition to those pupils honorably promoted equal to two-thirds of the entire eighth grade enrolled on the first day of May, next prior to the examinations for promotion.

New York City. Supt. Wm. H. Maxwell has fixed the age limit of principals and teachers as follows: In the case of applicants who have been ten years in the supervising or teaching force of the public schools of the City of New York, no person will be eligible who, on or before Sept. 8, 1903, shall have attained the age of 55 years, if a man, and if a woman, 51 years.

In the case of all other applicants for principals' licenses no persons will be eligible who, on or before Sept. 8, 1903, shall not have attained the age of 21 years, and no person will be eligible who, on or before the said date, shall have attained the age of 46 years, if a man, and if a woman, 41 years.

The Board of Education of Lexington, Ky., has adopted a rule practically abolishing the bugbear of annual elections of superintendents and principals, and providing that the tenure of such officials shall be during good behavior and efficient service. They may be removed only by a two-thirds vote of the board.

Clifton Heights, Pa. The school board has passed resolutions that hereafter any organization not making application for the use of the schoolrooms will be prohibited from using them as a meeting place.

Lexington, Ky. Hereafter only two examinations will be held during the school year—in January and June.

Lorain, O. A rule forbids teachers and pupils

to remain in the school buildings later than 4 p. m. In a recent discussion of the rule it was shown that teachers very often have work which should be done in the building after that hour and that pupils remain for instruction and are cut off by the regulation. The rule was, therefore, so amended that only the pupils are forbidden to remain after 4 o'clock unless receiving instruction.

Lincoln, Neb. The board of education has adopted a regulation compelling all children who have been stricken with contagious diseases to remain away from school thirty days after the quarantine has been raised, and then not to return to their studies unless they have received a certificate from the board of health.

St. Paul. Supt. Smith has promulgated a rule allowing pupils to take home their books for study. The occasion for the rule is that several principals have forbidden pupils to take home their books, on the ground that there is plenty time to do the work in school, and that when books are taken home the problems are solved by the parents or sisters, rather than by the pupils.

"I do not approve the assignment of lessons for night work to pupils below the seventh grade," says that superintendent, "but it is quite another matter for the pupils to take their books home and engage the interest of their parents. The co-operation of pupil and parent is most practicable and desirable. It outweighs the loss resulting from an occasional abuse of the privilege of studying at home."

It is often a blind thoroughfare for a teacher to tell a pupil to get an arithmetic lesson. The child often is unable to begin the task. The parent or the sister can illuminate the child's way. If this is done, the child takes still greater interest in the subject and will study better. Assistance of this kind does not discourage originality.

Marinette, Wis. The board has passed a rule prohibiting the teachers to dance or play cards during the first five days of the week.

Anaconda, Mont. The board has revised its rule governing corporal punishment, so that the teacher and principal are required to be present when a scholar is to be punished.

Fremont, Neb. The board has amended its rules so that the high school boys will no longer be required to take two hours' cadet drill each week. A resolution was also passed by the board prohibiting foot ball.

St. Paul, Minn. A resolution has been introduced in the school board to limit closely appointments as teachers in the high and graded schools. Under its provisions, graduates of the teachers' training school shall be given preference over graduates of all other institutions and may be appointed to places in the grades without previous experience or examination.

Graduates of normal schools or recognized colleges may be appointed to positions in the grades, if they have had two years' experience in teaching and not otherwise.

Positions in the high schools shall be filled by competitive examination, in which academic and professional preparation, experience and success shall be considered, but no one shall be eligible who has not taught successfully for two years in the high or graded schools of this city, prior to January 1, 1904.

Utah. The state board of education has adopted a new method of correcting the examination papers of school teachers. Instead of allowing the county superintendents to examine the papers and then keep them, the board now requires the papers to be sent to the office of the state superintendent after they are corrected, where they will again be corrected by a committee of the state board and a record will be kept of the standing of the teachers in the different counties.

Among Boards of Education

East Hartford, Conn. Recognizing the value of concentrated effort in school matters the board has adopted the following resolution: "That we arrange a joint meeting of the board of school visitors, chairmen of the several district committees and the principals of the schools and discuss plans for harmonizing the school interests and arousing enthusiasm and pride of the public in our school work."

Brooklyn, N. Y. Twenty of the public schools of the cities of Brooklyn and Manhattan will be opened for recreation centers every evening in the week except Sunday. Provision has been made for training in gymnastics and athletic games, and rooms will be set aside for reading, checkers, chess and literary and debating clubs.

West Des Moines, Ia. The Janitors' Union has applied to the board for official recognition. The board has deferred action pending an examination of the rules of the union.

Lake Bluff, Ill. The board of education has refused public school privileges to thirty children from a local orphanage on the ground that they are non-residents.

St. Joseph, Mo. A resolution was recently presented to the school board calling attention to the fact that the public schools are supported by the taxpayers of the state, and are patronized by them "without regard to social, political or religious standing," and urged that the board consider no "sect, creed or party in the letting of contracts for supplies, improvements or repairs," and that all embargoes which may exist upon a contractor employing non-union labor, if he so elect, be lifted. The spirit of the resolution was that no consideration should enter into the letting of a contract save those of a low bid and a responsible bidder.

Albany, N. Y. The board of education has been requested by the city council to purchase no school text-books, which do not bear the union label.

Baltimore, Md. The school board has been notified by the city registrar that all principals must be bonded in the sum of \$5,000, either to the board or to the teachers. This action of the registrar is the result of the recent failure of a local bank, in which one of the principals carried his personal account and with which he had deposited the salaries of the teachers and other employees in his group.

New York City. A request was recently made to the board of education that tablets, bearing the names of the three assassinated presidents, be placed in the schools. The request was denied on the ground that such tablets would elevate these presidents not because of their deeds or qualities, but because of their death.

Philadelphia. A circular sent by the board to the principals, contains, among other instructions, the following: "No information respecting any pupil in the school is to be given to any person or persons not connected with the public school boards, others than parents, unless by instruction from the committee on elementary schools or the committee on compulsory education."

Hoopeston, Ill. The school board has passed a resolution requesting local dealers not to sell second-hand books to the children, believing that such books are liable to spread contagious diseases.

Huntington, Ind. The board has sanctioned athletics in the schools under the direction of the superintendent of schools and the principal of the high school.

New Britain, Conn. The board has taken all the foreign children, who are imperfectly acquainted with the English language, from two adjoining school districts and placed them together in charge of one teacher. The reason for this step is that pupils have not been able to make any progress in the regular classes owing to their inability to understand the teachers. The regular classes have also suffered because the teachers were obliged to give the foreigners so much attention.

Stephenson, Mich. The board has inserted a clause in the teachers' contracts stipulating that the teachers shall not attend dances or dancing school during the school week, that is from Monday 9 o'clock a. m. till Friday following at 4 o'clock p. m., during the entire school year. This is not intended to prevent the teachers from attending any other social functions.

New York City. The board of education is seeking to secure temporary school quarters for 87,557 children who are unprovided for, being at present in half-day classes. The board has asked for the use of rooms at 116 centers of congestion.

Pittsburg, Pa. The law permits school boards to declare the seat of any member vacant and to appoint his successor if the member is absent for more than two regular meetings of the board before qualifying, unless prevented by sickness or absence from the district.

J. K. Thiry, of Long Island City, N. Y., who started the schools savings bank idea eighteen years ago, reports a total of 797 schools now using this system in 85 cities and 21 states. Deposits to the amount of \$2,138,747 have been made and \$1,616,790 withdrawn, leaving a balance on hand of \$521,966.

New Orleans, La. A petition signed by stationery and book dealers has been presented to the school board asking that a stop be put to the practice of teachers selling stationery to pupils. The dealers desire protection as they have to pay license while the teachers do not.

Crawfordsville, Ind. The ruling of the school trustees of Montgomery County, Indiana, that married women be prohibited from teaching in the public schools has been rescinded.

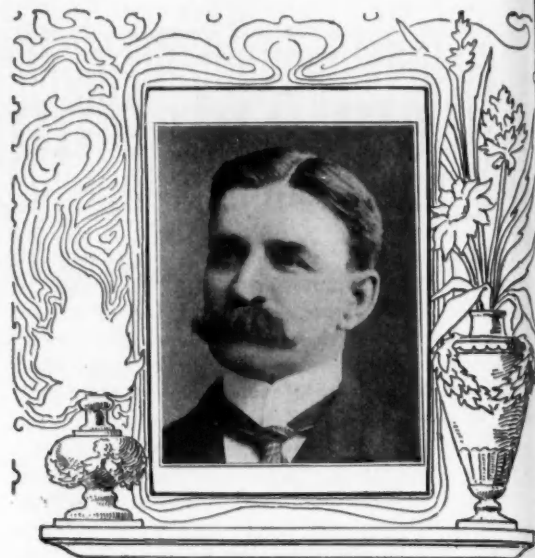
Indiana. The State Board of Education will no longer commission a high school unless one member of the faculty is a college graduate.

New York City. If the plans of the board of education can be successfully executed a school building in one of the suburbs will consist of six stories, large elevators being the means of transporting children to the two top floors and moving stairways for the remaining floors.

Indianapolis, Ind. The assembly halls of the public school buildings, in the opinion of the school board, should not be idle two-thirds of the day, and therefore are to be used for lectures, evening entertainments and social gatherings of an educational character.

Spring City, Pa. The overcrowded condition of the schools necessitated the securing of other quarters for some pupils. The only available rooms being in the city jail, that place was converted into a schoolroom. It may be accepted as a truism that in the proportion that education is generously encouraged, crime diminishes.

Steubenville, O. Special attention will be given to the enforcement of the truancy law; the truant officer reporting at the superintendent's office twice each day for a list of pupils absent from school without sufficient excuse.



MR. F. J. SESSIONS,
Supt. Iowa Educational Exhibit,
St. Louis World's Fair,
Cedar Rapids, Iowa.

Milwaukee, Wis. The school board contemplates a change of superintendent, to be effected March 1, next. As a preliminary step the following resolution was adopted:

Whereas, There will devolve upon this board, in March next, the duty of electing a superintendent of public schools of this city for the ensuing term of three years, and the performance of said duty requires the most careful deliberation in order that the person selected be the one best qualified in every respect to fill so important an office, and since such consideration can be given by this board only by taking timely action in advance of the making of such appointment; therefore, be it

Resolved, That a special committee of five directors be appointed by the president, whose duty it shall be to carefully consider the names and qualifications of persons most available and fitted for said office, and after such deliberation to make this board, not later than its regular meeting in February, 1904, such recommendation and report as it may deem wise and proper.

Rochester, N. Y. Resolutions have been passed asking that the truant school be abolished and the building be converted into a day school. The reasons as stated in the resolutions, are that restraint in most cases is not necessary to keep pupils in the school, and the few incorrigibles attending can be accommodated at a nearby school.

St. Paul, Minn. The school board has declared that pianos in the high schools impose an unnecessary expense, and have ordered them taken out.

The teachers of Kansas public schools have adopted resolutions condemning the action of certain boards of education in prohibiting the courting of teachers during the time for which they are employed.

Beaver Meadow, Pa. The members of the school board have been removed from office by Judge Heydt for failing to elect teachers for the coming school term. The court appointed officers to act as directors until their successors are elected.

Toledo, O. Under the plan now in vogue the treasurer can have in his possession a sum equal to but half his bond, which is \$100,000. The interest accruing from the remainder of the funds, which are held in custody by the county, does not go into the city school fund but into the general fund. The business manager of the board will make an effort to raise the bond of the treasurer so that all money belonging to the city schools will come into the hands of the board as soon as collected.

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Swain School Lectures.

By Andrew Ingraham, late head master of the Swain Free School, New Bedford, Mass. The Open Court Publishing Company, Chicago. Trübner & Company, London.

It would be difficult to know what kind of preparatory training is requisite to comprehend this small volume. The lectures treat of psychology, epistemology, metaphysics, logic, etc. They are by no means clear or definite, but raise doubts on all subjects without an attempt at solution. We are told in the lecture of epistemology that knowledge is a social product; "without society, no knowledge." This would destroy the knowledge of self-evident truths, as, "the whole is greater than the parts," and "a theory cannot be and not be at the same time." One kind of knowledge is gotten by comparison and experiment, but not all kinds. The intellect sees truth when rightly presented, and for some truths at least need not recur to comparison with knowledge obtained by others. The author tells us that epistemologists do not agree on a definition of knowledge. The lecture on the "Nine Uses of Language," is the best of the series.

Animal Structures.

A laboratory guide in the teaching of elementary zoology. By David Starr Jordan, president of Leland Stanford, Jr., University, and George Clinton Price, associate professor of zoology. 99 pages. Price 75 cents. Publishers, D. Appleton & Company, New York, Chicago.

The present book is intended to cover the laboratory work in a course in zoology for beginners. In addition a more general idea of animals should be gained from lectures, from the study of some text-book of zoology, and, above all, from the observation and collection of animals in the field and streams. Only a few forms have been chosen for study, experience having shown that in a beginning course better results are obtained by spending the time in the thorough dissection of a few forms than in the rapid study of many. Few illustrations are needed in this work. While it is true that the student will make more rapid progress with the picture of the dissection before him, it is equally true that what is thus gained in the time is lost in power, the student being naturally tempted to rely upon the picture rather than upon his own work.

Hugo's Spanish Simplified.

By Hugo. Grammar, exercises and vocabulary; with the pronunciation of every word exactly imitated. Revised edition. Parts I. and II. complete. Published by Institute for Teaching Foreign Languages, 33 Gracechurch, London, Eng.

For those who desire to acquire some knowledge of Spanish but are not able to avail themselves of the help of a teacher this book will be an easy self-instructor. The system followed is the reproduction of the system used in the London Institute for Teaching Foreign Languages. Its faithful use seems capable of bringing quick and solid results.

An Introductory Arithmetic.

By David M. Sensenig, M. S., and Robert F. Anderson, A. M., instructors in mathematics, State Normal School, West Chester, Pa. Illustrated. 262 pp. Introductory price, 40 cents. Published by Silver, Burdett & Co., New York, Boston, Chicago.

The leading features of the book as outlined by the author himself are:

1. The inductive methods employed in leading the pupil by logical questions to the fundamental conceptions of every subject.
2. The use of simple diagrams, easily constructed by the pupil himself, for purposes of illustration.
3. Carefully graded concrete problems, involving only such terms as the pupil is supposed to be familiar with. In other words, the authors have endeavored to keep within the field of the pupil's experience.

Teachers will find the book helpful in the abundance of problems, which insure thorough practice and review. By careful grading the problems lead gradually to the difficult work in each subject. Full provision is made in the oral exercises for the very desirable training in mental arithmetic.

A Geography of Commerce, for academies, high schools and business colleges. By John N. Tilden, M. A., M. D., and Albert Clarke, M. A. Benj. H. Sanborn & Co., Boston, New York, Chicago.

A large proportion of the boys in schools expect to enter business life. Comparatively few have opportunity for the extended training given by a college course, and must depend upon the academy, the high school, or the commercial school for their preparation. The problem is to give boys, having a limited time at their command, the training and knowledge that will be the greatest practical value in a commercial life.

If some facts bearing upon the active commercial questions of the day could be brought within the scope of a text-book, it would seem to supply a want. Among these questions are, the routes and growth of commerce—the production-centers and the markets of the world—waterways and railways, and the increase of commerce as related to the growth of cities. The staple articles of commerce, their relative value and importance, would also deserve attention.

The need of such a book has been felt in giving pupils some ideas of the magnitude of the world's production, in showing the interdependence of nations for the necessities as well as the luxuries of life; and in presenting many facts of practical value relating to commerce.

Elementary Composition.

By W. F. Webster, principal of the East High School, Minneapolis, Minn. 323 pp. Houghton, Mifflin & Co., publishers, Boston, New York, Chicago.

The book is intended for use in the seventh and eighth grades and aims to supply the need of a systematic study of composition pursued in conjunction with grammar. As is remarked in the preface there is no need of giving all the time to instruction in grammar that two full years will afford, much of the grammar requires more maturity than the average 12-year-old child has.

The art of composition cannot be learned by mere instruction in grammar, but must be acquired in great part by composing. Abundant and well-chosen material is furnished and clear and suggestive directions are given for each exercise.

Ritchie's Fabulae Faciles.

(A First Latin Reader.)

Edited with notes and a vocabulary by John Copeland Kirtland, Jr., professor of Latin in the Phillips Exeter Academy. 134 pp. Published by Longmans, Green & Co., 91 and 93 Fifth avenue, New York, London and Bombay.

The object of this small book is to afford an easy introduction to the reading of Latin prose. It presents in simple and correct Latin several of the well-known Greek myths in connected form and endeavors to interest the young stu-

dent in a story, while directing his footsteps along the first paths of the Roman highway. The notes are copious and it may be too learned for the beginner, but they will be of service when explained by the teacher. The books also contain a full vocabulary. It has had a large use in England.

Stories of Great Artists.

By Olive Brone Horne and Kathrine Lois Scobey. Eclectic School Readings. Illustrated. 157 pages. Published by American Book Company, New York, Cincinnati and Chicago.

"Stories of Great Artists" is intended as a reader for children of the third and fourth grades. It offers the lives of great artists, as Raphael, Michael, Angelo, Rembrandt, Sir Joshua Reynolds and others, in story form. The book will serve a double purpose, both to teach English and to give the child an acquaintance with the great artists of antiquity. It will also stir up in the young hearts a love for the fine arts. Those composed for children the narration is not childish. It may be objected, however, that the sentences are too short, such as are met with in first grade work. Of course, the vocabulary is of a higher order. One would imagine that a child of the fourth grade should be able to hold in memory a subject continued through sentences of greater length. An improvement of this sort would add materially to the style of the composition. The work deserves praise and should be examined by teachers of the third and fourth grades.

Principles of English Grammar.

By J. N. Patrick, A. M., author of "Lessons in Grammar," "Psychology for Teachers," and "Light on the Road." 212 pp. 12 mo. Post-paid, 60 cents. Published by J. B. Lippincott Company, Philadelphia, London.

The experience of the author has enabled him to unite a very useful text-book. The essentials are all found in this grammar, and the minor and unimportant technicalities, which can be easily furnished by the teacher as occasion demands, but which encumber a text-book and confuse and discourage the pupil, are wisely omitted. The book contains many and useful suggestions on method gained from the author's own experience and the experience of others. These will be found valuable to young teachers.

School Laws of Illinois Annotated.

A Manual for School Officers. By Donad L. Morrill, A. M., of the Chicago Bar. Large 8mo. 450 pp. Price, \$5.00. Published by the Civic Book Company, Chicago.

The author, who was for some years the attorney for the Chicago Board of Education, and who is recognized as one of the ablest men that ever occupied this responsible position, has here prepared a work which is of inestimable value to school authorities.

It is primarily a manual for the guidance of the school officer in the discharge of his duties. It enables him to understand the law, obey its mandates and avoid litigation.

Aside from a historical review of the school legislation of Illinois from its earliest enactments the work contains also the existing constitutional and statutory provisions upon educational subjects. Liberal citations from the decisions of the Supreme and Appellate Courts of the State, together with approved forms of all documents ordinarily needed by school officers, are given. The arrangement permits a ready access to any law that may be desired as well as the decisions of the courts upon it.

On the whole the work is as thorough and at the same time as compact and well arranged as can be made by one who has a wide familiarity with the special subject, as well as legal and literary ability.



No China in Geography.

"Dem joggrafies would be a derved sight better ef yer didn't put in China," said the chairman of an Arizona board.

"But, my dear sir," said the book agent, "the geography would not be complete without the map of China."

"We don't care a gol darn for completeness, we're agin the Chinese, body and breeches, and don't care who knows it."

"That should not influence you in a matter of education. You want to adopt a complete book," said the agent in a pacifying tone.

"Adopt nothing," said the chairman, "we'll have no Chinees business in our books."

Here was a poser for the agent who had struck many queer situations in his time, but this one capped the climax. Tact and discretion were at a premium. But he pulled himself together, as the phrase goes, and met his man in kind.

"Well, sir," said the book man, "upon reflection I don't know but what your wishes in the matter should be respected. I will see that the geographies are put up to the queen's taste. You shall have no cause to complain."

"Well, begosh, then they will be adopted." And they were.

The complete geography went in, and the chairman, who has never looked inside of a school book of any kind, is still elated over the stroke of policy which he divested himself of.

Mr. Wm. H. Hatch, formerly with Silver, Burdett & Co., has been appointed in New England to succeed Mr. Amasa Walker, as manager for D. Appleton & Co.

Miss Macdermott has accepted a position in the Spanish department of D. Appleton & Co. She formerly filled a similar position with Silver, Burdett & Co.

The California agency of D. Appleton & Co. is now in charge of Mr. Dorville Libby. This gentleman is one of the old-time giants in the book field. This agency was opened but recently. Mr. Libby's assistant is Mr. Rex M. Sherer, who will attend to the regular field work.

O. E. Barnes, who has worked for Maynard, Merrill & Co. in Iowa, has charge of the work of the firm in Nebraska.

A. L. McLaughlin, who was for years the Michigan agent for Butler, Sheldon & Co., is now the Nebraska representative of D. C. Heath & Co.

W. H. Heitzman is the new Ginn agent in Kansas. He formerly traveled in Nebraska for Maynard, Merrill & Co.

A. L. Beul, former agent of Butler, Sheldon & Co., in Nebraska, now talks encyclopedia for Dodd, Mead & Co.

Dr. W. T. H. Home, formerly in the science department of the Evansville, Ind., high school, has accepted a position with the American Book Company, in the high school and college department. His territory will probably be part of Indiana.

The genial young Mr. Cheney, western manager for Scribner's (not relating to the equally genial Mayor Cheney), went moose hunting in Northern Maine last month. Before starting he asked Mr. Lord, New York manager of Scribner's, what he ought to provide himself in the way of necessities, and Lord's list was headed "One bull moose." Mr. Cheney has agreed to send a moose to each of his friends "on suspicion." He did not care a rip for the Maine

law which restricts the number each hunter may slaughter—so look out for moose, and antlers and tales of mighty prowess in the untracked wilderness.

Frank D. Farr, of Silver, Burdett & Co., took a month's rest in Vermont.

Hugh A. Foresman spent a fortnight in Pennsylvania rusticated, and it is rumored has been looking up a proper location for experiments in raising his new brand of oats.

Jas. A. White, the Illinois agent for Scott, Foresman & Co., went to Pennsylvania early for his vacation. He spent most of his time in looking at the big red barns in Lancaster county. He says Illinois has nothing to equal them.

Murray Campbell, agent for Ginn & Company, in Western Iowa, was married Sept. 8, in Chicago, to Miss Virginia Turrentine, of Gadsden, Ala. Mr. and Mrs. Campbell are on a trip in Oklahoma, and will be at home in Des Moines after Nov. 1. Mr. Campbell was true to his house in this as well as other things and selected his wife "from their list"—Mrs. C. having been of the office force of Ginn's.

It is reported that L. J. Lively, who has been for some time with Rand, McNally & Co., as their traveling agent, has resigned to engage in other lines.

E. L. Foster, agent for Macmillans in Iowa the last year, has resigned and gone back east. He is now with the New York Life Insurance Co., in New York City.

George W. Benton, formerly the Illinois representative of D. Appleton & Co., will hereafter serve as principal in one of the Indianapolis schools.

George B. Chandler, of Ginn & Company's Chicago office, has embraced the life insurance business.

D. D. Mayne has retired as Wisconsin agent for the American Book Company to teach in the Minnesota School of Agriculture.

Mr. Harvey, formerly a teacher at the Stevens Institute of Hoboken, succeeds Mr. Kelly as the New Jersey representative of D. C. Heath & Co.

J. D. Crump is the president of the B. F. Johnson Publishing Co. of Richmond, Va.

Charles S. Banker now represents Rand, McNally & Co. in Western Pennsylvania. His headquarters are located at 205 Mathilda street.

S. S. Beggs, who has had charge of the Werner School Book Company's interests in Michigan for the past four years, goes to Topeka, Kan., to take charge of the work in that state for the American Book Company.

D. S. Sawyer, Howard '02, has entered the employ of Little, Brown & Co., Boston, who are about to devote more attention to books for supplementary reading. He will cover the New England field.

W. E. Bloomfield, of Houghton, Mifflin & Co.; Ed Bellows, of Bellows Bros., and Goodwin, of D. C. Heath & Co., have lost themselves in the Northern Wisconsin woods. As they are well supplied with bait their friends need not be anxious.

John A. Ewton, who for the past five years has been with the B. F. Johnson Publishing Company in the western field, becomes general agent for the west, with headquarters at 423 Main street, Dallas, Texas. This company has just opened a western branch of its business at Dallas and fitted up a very complete suite of offices.

W. H. Wheeler, of Wheeler & Co., was in Texas last month looking after his business interests in the Lone Star State.

Mr. M. M. Carrick represents the University Publishing Co. in Texas, with headquarters at Dallas.

Mr. Eben F. Phillips, who recently resigned his position as submaster in the Concord, N. H.



W. E. GODDARD,
Agent for Ginn & Co., who recently died at Chicago.

High school, has joined the Educational Department of Houghton, Mifflin & Co. He will represent this house in the states of Maine, New Hampshire and Vermont. Mr. Phillips graduated from Harvard in 1898.

Agent Goddard Dead.

W. E. Goddard, who represented Ginn & Company for many years in the State of Wisconsin, died suddenly on Oct. 17, at the office of the company in Chicago. He was well until within a few minutes of his death.

Mr. Goddard was a native of Illinois, having been born and raised on a farm. He was a graduate of the University of Michigan, and for many years taught school. Twelve years ago he entered the employ of Ginn & Company, confining his labors as an agent principally to the Northwest.

He was an energetic and successful worker, and in a contest always became a strong fighter for the interests of his firm. He had a congenial social side which made him popular with the school men wherever he was known.

While Mr. Goddard made his business headquarters at Madison, Wis., his home was in Freeport, Ill.

BUSY DOCTOR

Sometimes Overlooks a Point.

The physician is such a busy man that he sometimes overlooks a valuable point to which his attention may be called by an intelligent patient who is a thinker.

"About a year ago my attention was called to Grape-Nuts by one of my patients," says a physician of Cincinnati.

"At the time my own health was bad and I was pretty well rundown, but I saw in a minute that the theories behind Grape-Nuts were perfect and if the food was all that was claimed for it it was a perfect food so I commenced to use Grape-Nuts with warm milk twice a day and in a short time began to improve in every way and I am now much stronger, feel 50 per cent. better and weigh more than I ever did in my life.

"I know that all of this good is due to Grape-Nuts and I am firmly convinced that the claims made for the food are true. I have recommended and still recommend the food to a great many of my patients with splendid results and in some cases the improvement of patients on this fine food has been wonderful.

"As a brain and nerve food, in fact, as a general food, Grape-Nuts stands alone." Name given by Postum Co., Battle Creek, Mich.

Look in each package for a copy of the famous little book, "The Road to Welville."

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PROFESSOR EDWARD NORTH DEAD.

Professor Edward North, for sixty-two years connected with Hamilton College, was born in Berlin, Conn., March 9, 1820; he died at his home on College Hill, on Sunday morning, Sept. 13, 1903.

His ancestors were among the pioneer settlers of his state. When 11 years of age, he united with the Congregational Church in Berlin. At twenty-one he graduated from Hamilton College, valedictorian of the class of '41. He taught for some time in the grammar school of his college town. Then he was made tutor, and in 1843 he became professor of Latin and Greek in the college.

From the regents of the University of New York he received the degree of L. H. D., and from Madison, now Colgate, University, that of LL. D. At different times he received calls from other and larger institutions, but, home-loving, he preferred to remain with his alma mater. He spent a period in Athens, participating in the studies and researches of Dr. Schliemann.

Until 1901, when he had reached the age of eighty-one, he continued to teach his classes, and it is not far from the truth to say, "His eye was not dim nor his natural force abated." After 1901 he was made professor emeritus.

He was a rare man, and not alone on account of his more than three score years of service, but on account of the character of his instruction, he was one of the greatest of teachers. He was a man of quiet manners, of condensed, incisive speech, of genial nature and warm sympathies. His was not the formal routine work of the class room. He found life in every subject that he presented. And his classes were not simply groups of young men. He took a personal interest in every student, and he never forgot an alumnus whom he had taught. His students in Homer never doubted that the story of Troy was real. In the Oration on the Crown, they could not help catching something of the spirit of that masterpiece of the old world's oratory. The teachings of the philosophers became plain. In the Idylls of Theocritus one could hear the music of the winds in the groves of Sicily. One could see the stately movements of the chorus, and hear the majestic chantings of the choral odes, and feel the intense passion in the tragedies of the dramatists.

His occasional lectures were classics, full of the old Greek life made young. His "Women of Homer" were depicted by the hand of an artist. His little speeches and quiet words in ordinary conversation were full of suggestion, and many a student was indebted to him for a fruitful theme for an essay or an oration. The proposition to publish his lectures is welcomed by every alumnus.

The 19th of November is appointed for commemorative services in the College Chapel. The principal address will be by Dr. Herrick Johnson, of the class of '57. W. H. B., '60.

PORTLAND WANTS N. E. A. MEETING.

The city of Portland, Oregon, has tendered a cordial invitation to the N. E. A. for next year.

The citizens have formed a committee consisting of the following gentlemen: H. W. Scott, chairman; Max Shilloek, secretary; H. Wittenberg, I. N. Fleischner, A. L. Craig, W. E. Coman, Frank Rigler, H. M. Cake, George Williams, A. L. Mills, H. W. Goode, F. E. Beach, A. H. Devers.

Supt. Frank Rigler is also giving the movement his active support.

TEXT BOOK ADOPTIONS.

Peoria county, Ill., adopted Rowe's Commercial and Industrial Bookkeeping published by the Sadler-Rowe Co., Baltimore, for exclusive use in the county schools.

Ohio. Fifty towns in Ohio are now using the National Method in Reading, by Dr. Ward of Brooklyn.

Jersey City, N. J. Pathways to Literature, 1st Reader. Clarendon Dictionary, Standard Literature Series, 56 numbers.

The Cincinnati, Ohio, school board recently adopted Hoadley's Physics and Harkness & Forbes Caesar for use in the high schools.

Milne's Mental Arithmetic adopted for use in 6th and 7th grades. 2,300 ordered for Evansville, Ind.

The Natural Advanced Geography was adopted by the following Ohio cities: Dayton, Cincinnati, Youngstown, Canton, Zanesville, Toledo, Springfield, Hamilton and Lima.

Cane County, Ill. Krohn's First Book in Hygiene, Krohn's Graded Lessons in Hygiene, published by D. Appleton & Co.

More than one-half the Maryland counties have adopted Rowe's Commercial and Industrial Bookkeeping this fall.

Cleveland, Ohio. Carpenter's Europe; Baldwin's Fifty Famous Stories; Williams' Choice Literature; Smyth's Stories Retold by Children; Case School of Applied Sciences; Milne's College Algebra; Hill's Beginnings in Rhetoric.

Lima, Ohio. Progressive Course in Reading; Modern Spelling Book; Dryer's Physical Geography; Needham's Zoology; Dana's Geology.

Bolivar, Ohio. Progressive Readers.

Sadler's Commercial Arithmetic and Rowe's Commercial and Industrial Bookkeeping have been adopted for use in the new commercial department of the Atlanta, Ga., high school.

Portland, Maine, is using Our Country's Story, by Eva March Tappan, in the primary schools.

Lowell, Mass., has adopted the Hiawatha Primer by Florence Holbrook of the Forrestville school, Chicago.

Simond's History of English Literature has been adopted by the high schools of Springfield, Somerville, Lowell and a number of the other best schools of Massachusetts, including the Ramona academy at Groton, where President Roosevelt's son is fitting for college.

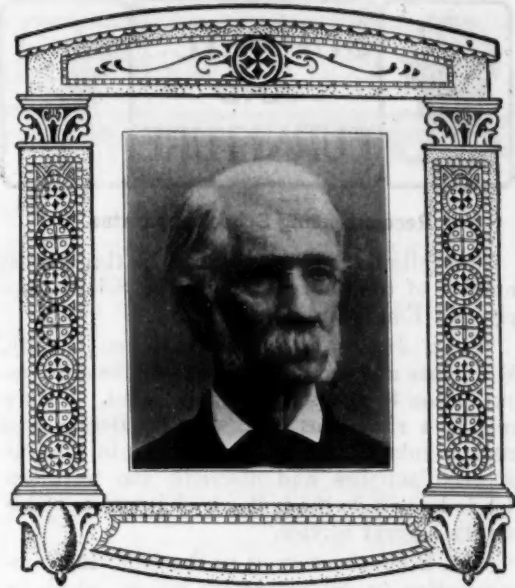
Milton, Mass., decided to adopt Tappan's Our Country's Story for exclusive use in the sixth grade.

Lawrence, Mass., is using Tappan's Our Country's Story as the elementary history in more than half of the sixth grades in the city.

Boston, Mass. Larned's History of England is on the textbook list for high schools in Boston.

Macfarlane's Commercial and Industrial Geography, published by Sadler-Rowe Co., was adopted for East Saginaw, Mich., high school.

The Isaac Pitman Shorthand, and complete "Shorthand Instructor" have been introduced in the following schools: Brooklyn (N. Y.),



PROFESSOR EDWARD NORTH
Of Hamilton College, who died recently.

Commercial high school; Jamaica (L. I., N. Y.), high school; Far Rockaway (N. Y.), high school; New York Evening high school for men; Calais (Me.), high school; Wooster (O.), high school; Littleton (N. H.), high school; Mt. Airy (N. C.), high school; Westerly (R. I.), high school; St. John's College, Fordham, N. Y.; Utica (N. Y.), Free academy; Lyme (Conn.), high school.

The long drawn out music fight in Cleveland resulted in The Whiting series being retained, except for the third grade, into which the Modern Primer is allowed to advance, it having been adopted for second grade last year.

Fargo, N. D. "Montgomery's History of England" has been recommended for use in the high school.

On the 4th day of August, 1903, the State Text-Book Commission of the State of Texas, appointed especially to consider and adopt books for the public schools of that State, unanimously adopted

**Maury's Elementary Geography,
Maury's Manual of Geography,
Maury's Physical Geography.**

Cities of more than 10,000 population are exempt from the provisions of the law and select books for themselves. The following cities of Texas adopted Maury's Geographies:

Austin,	Fort Worth,	Palestine,
Beaumont,	Galveston,	Temple,
Dallas,	Houston,	Tyler,
El Paso,	Laredo,	Waco.
	Marshall,	

UNIVERSITY PUBLISHING COMPANY
NEW YORK BOSTON NEW ORLEANS



Recommending School Apparatus.

The following item appeared in the August number of this journal among the School Supply and Equipment items:

"Supt. Julius Boraas of Goodhue County, Minn., has adopted a rule never to give a recommendation to any school supply agent. Such a rule is a ridiculous one. If Mr. Boraas will make a rule to approve good things in the line of good supplies and discredit the worthless things he will do the best school interests of his county a great service."

Supt. Boraas now sends us the following communication in defense of his course, which in the interest of fairness, we print in full:

Editor School Board Journal:

In the August number of your journal you have a notice (p. 21) about our rule of not giving any recommendations to school supply agents. The notice is so misleading in what it says that it calls for a correction. Our rule is as follows: "Not to give a recommendation to any agent. When things are recommended it will be directly to the teachers or the Boards themselves." Your paragraph gives the impression that we have no way of recommending anything to teachers or school officers, since we do not make school supply agents the bearers.

Since you have criticized our method, you will, perhaps, allow a few words in its defense.

First, we publish a school paper for our county. It reaches our teachers and school officers once a month and affords the best opportunity for giving recommendation touching anything needed in the schools.

Second, we believe in direct recommendations for the following reasons:

A recommendation given to an agent can state only the good features of the article recommended. If it states both the advantages and disadvantages, the chances are that the mention of the latter will be suppressed in the use of the recommendation. As most things have both merits and demerits, this fact makes it impossible to follow your advice of approving good things and discrediting the poor ones unless one uses the method which you seem to condemn.

In the selection of teachers we find that all up-to-date superintendents rely very little on the recommendations carried by the teachers themselves, and always try to get a direct recommendation.

We doubt if it would be considered businesslike for a city superintendent who wanted a certain equipment introduced to start by giving his recommendation to the agent and letting the agent call on the members of the School Board. It is considered rather a better way in "this neck of the woods" for the superintendent to confer with the board directly, letting the agent see to his own business. Why shouldn't this course be as correct for a county superintendent as for a city superintendent?

We admit that the method of using direct recommendations is far more reliable and effective than the method of indirect recommendation through letters in the hands of agents. When a superintendent is in close communication with the teachers and school officers of his county—and he must be if he shall be of any value to his county—the only benefit that could be derived from a recommendation given to an agent would be a benefit to that agent, but as a superintendent is not engaged to secure business for any agent, that cannot be urged as a valid reason for giving such recommendations.

We are confident that the old way of giving recommendations has been a means of foisting off on rural schools more useless truck than can be atoned for in many a year. That method only is right which gives the most unflinching opportunity for discussing merits and demerits alike of anything that it is proposed to introduce. This our method does.

Hoping that you will give this space in your paper, I am, yours truly, Julius Boraas, Co. Supt., Goodhue Co., Minn.

After examining this letter the reader will observe that the item in question was substantially correct. The superintendent does not give his recommendation to the agent but to the school board direct.

The most significant fact, however, and one which was not known to us when the August item was published, is the publication of a monthly school paper, by Superintendent Boraas, entitled "Our Schools," sold at a regular subscription price, containing advertisements, and circulated in the county.

Here is, apparently, the meat of Mr. Boraas' defense. He says:

"First, we publish a paper for our county. It reaches our teachers and school officers once a month, and affords the best opportunity for giving recommendation, touching anything needed in the schools." An examination of the school

paper discloses in a line over the editorial page that "Advertising rates will be made known on application."

We are not disposed to question Supt. Boraas' honesty of purpose in the matter. But, when he refuses to give recommendations to agents who may have a meritorious school apparatus and says he will make recommendations direct to the school boards, and then decides that this direct medium is an advertising sheet maintaining regular rates, he lays himself open to criticism.

What could hinder him from using his official position to induce teachers to subscribe for his paper or to exact an advertising patronage from any firm that desired to do business in his county?

What assurance has a school supply firm that it will receive a favorable recommendation on the approved and really valuable apparatus, if it does not advertise in Supt. Boraas' school paper?

What assurance has a school board in Goodhue county that its purchases will not be condemned by the publisher of "Our Schools" if the selling firm or agent is not an advertiser in the publication named?

What assurances have the school boards that many reputable firms who would otherwise send their agents to Goodhue county are not deterred from doing so owing to the fact that the county superintendent waves an advertising banner over his territory?

Again, if "direct recommendations" are more desirable, why make them through a printed medium for which the teachers and school boards of Goodhue county must pay so much per annum, the profits of which go to Supt. Boraas? Why not use letters or circulars?

These are all pertinent questions that may well be asked by the teachers, the school boards and the taxpayers of Goodhue county, Minn., as well as by the outside school supply agents and firms.

We grant that a piece of school apparatus may possess merit as well as demerit. But, if so, no one but the county superintendent ought to be better equipped to weigh and measure these down to a positive approval or disapproval. If school directors are not as well qualified to select school apparatus as is the county superintendent then a mere presentation of the merits and demerits by the latter must also be followed by an affirmative or negative testimonial.

Thus, if it is a question of the inclusion or exclusion of a piece of school apparatus in the use of the schools in the county, a simple "yes" or "no" are the words which a strong executive employs. A useful article will receive his approval forthwith, written or verbal, while the agent of a useless apparatus will receive a positive and fearless "no."

The matter can be summed up in the following:

First—If Mr. Boraas received a stipulated salary as county superintendent, he has no moral right to use his official position for additional gain.

Second—If Goodhue county allows a reasonable sum for stationery and postage in conveying the official business between school boards and teachers, the intervention of a school journal with a fixed price of subscription is a superfluous burden and expense.

Third—If it were found desirable to send official information pertaining to the schools, through a printed medium, then the various weekly papers in the county would serve most properly as such medium. County superintendents as a rule avail themselves of these, since the editors are usually glad to furnish a column devoted to school news.

Fourth—Recommendations can be fearlessly given or denied in accordance with the merits of

the article in question, as is done by most county superintendents throughout the United States.

At a meeting of the National Educational Association held at Los Angeles, California, a few years ago, this very question came up for discussion. It was the consensus of opinion that a school officer could not engage in the educational publishing business without incurring the suspicion that he was using it as a means to further private ends.

It was further held that, here, the teachers frequently found themselves compelled to patronize an inferior periodical or else incur the disfavor of the school officer. Publishers and school supply houses found that many of these periodicals serve as an indirect, yet effective means of exacting tribute from them, if they wished to do business in the school officer-publisher's territory.

We assume in this discussion, as already stated, that Supt. Boraas is actuated only by the most honorable motives. We simply aim to point out to him what construction may be placed upon his course by those who see him at a distance and who know the abuses that have arisen in the past out of the tactics which he now employs.

The small county school paper, which is found elsewhere, can be made to fill its place in a useful manner. But when the leading school official of the county is its directing head, inviting a subscription and advertising patronage, the profits of which go to him, there is danger that it may be regarded as a genteel blackmailing enterprise.

The New York Silicate Slate Co. has filled large orders during the present year for foreign countries.

George W. Colborn, the school supply agent, has moved his headquarters from Grafton to Grand Forks, N. D.

George W. Holden, of patent book cover fame, who recently was run over by an automobile, in September, is improving rapidly. His fractured limb is mending satisfactorily, and he can navigate slowly on crutches. He takes his misfortune philosophically and says: "I have suffered great pain but am patient and contented."

DOCTOR KNEW. Had Tried It Himself.

The doctor who has tried Postum Food Coffee knows that it is an easy, certain and pleasant way out of the coffee habit and all of the ills following and he prescribes it for his patients as did a physician of Prospertown, N. Y. One of his patients says: "During the summer just past I suffered terribly with a heavy feeling at the pit of my stomach and dizzy feeling in my head and then a blindness would come over my eyes so I would have to sit down. I would get so nervous I could hardly control my feelings.

"Finally I spoke to our family physician about it and he asked if I drank much coffee and mother told him that I did. He told me to immediately stop drinking coffee and drink Postum Food Coffee in its place, as he and his family had used Postum and found it a powerful re-builder and delicious food drink.

"I hesitated for a time, disliking the idea of having to give up my coffee, but finally I got a package and found it to be all the Dr. said. Since drinking the Postum in place of coffee my dizziness, blindness and nervousness are all gone, my bowels are regular and I am again well and strong. That is a short statement of what Postum has done for me." Name given by Postum Co., Battle Creek, Mich.

Look in each package for a copy of the famous little book, "The Road to Wellville."

PROPER SCHOOL DESKS.

In "Modern School Buildings," which is written by Felix Clay, space is devoted to the subject of school desks, as it is understood in England. He says in part:

"The difficulty of the question of desks lies in the very great variation in size among children during their time in school; not only the great differences natural to the considerable range of age, but the very great difference between children of the same age. Professor Bowditch of Harvard University, when making a careful investigation into the height and weight of nearly 25,000 school boys and girls of Boston, found the most surprising variations in the height of different pupils of the same age. The results are fully borne out by similar investigations in other parts of America and in Europe. The result of Baginsky's investigations showed a variation in children of the same age from six to eight inches.

"It should be noted that the large differences are not as a rule common. Dr. Kerr, when measuring 1,600 children in the elementary schools at Bradford, Eng., found that 95 per cent. of the children came within 2½ inches of three selected heights. The variations in heights and differences in rate of growth can only be provided for fully by the use of some sort of adjustable desk that can be easily altered to suit the needs of different pupils. It should, however, be added that, although adjustable desks are in many ways admirable and as a rule very strongly advocated by medical writers on school hygiene, there are many practicable difficulties that stand in their way. In many schools it is not always possible to arrange that the same boy or girl shall always occupy the same seat; classes are continually changing rooms. Then again a constant watch must be kept on such desks or they may easily be more productive of harm than the ordinary form. Either the desk or the seat may slip down, a not unlikely contingency.

"An excellent form of adjustable desk was invented by Dr. Roth. The slope of the desk for writing is fifteen degrees, and for reading forty degrees. By means of a key and nuts on the columns supporting both seat and desk, either can be altered to any desired height, the desk itself being adjustable for horizontal distance. There are footrests on each side. The most important factor in determining the comfort and suitability of the desk, after the question of height has been disposed of, is the distance in a horizontal direction between the edge of the seat and the inner edge of the desk.

"The measurements of the different parts of school desks have been worked out with extraordinary care in Germany, and various writers lay down the dimensions necessary for pupils of dif-

ferent ages and heights. According to Spiers, every school ought to be provided with standard desks of nine different sizes, of which every classroom should have three, these sizes to be from 1 foot 7½ inches to 1 foot 11½ inches in breadth, the depth reckoning seat and desk together, from 2 feet 2½ inches to 3 feet ½ inch. The desks should be placed at least two inches from the seat in front, to avoid shaking.

During the month of September the Columbia School Supply Co. received orders for Crowell cabinets from the following schools; Lanar, Ill.; Sisters of the Visitation, Rock Island, Ill.; Campbellstown, O.; St. Elizabeth's Academy, Allegany, N.Y.; Lutheran Ladies' Seminary, Red Wing, Minn.; Arcanum, O.; Colfax, Wash.; Kennebunk, Me.; Brookville, O.; Good Hope, O.; Washington, N. J.; Somersworth, N. H.; St. Cloud, Minn.; Franklin, O.; Y. M. C. A., South Lorain Station, O.; Malvern, Iowa; Irvington, N. J.; School for the Deaf, Council Bluffs, Iowa; Spokane, Wash.; Ripley, N. Y.; McKinley Memorial College, Jasper, N. Y.; Ladycliff Academy, Highland Falls, N. Y.; Northwestern College, Fergus Falls, Minn.; Sabina, O.; Avoca, Iowa; Mancelona, Mich.; Alexandria, Minn.; Stuart, Iowa; Williamsport, O.; Rochelle, Ill.; Hinton, W. Va.; Lewiston, O.

The school board has permitted the A. W. Elson Co., of Boston to give an exhibition of their collections of famous pictures. The proceeds will be utilized by the board to purchase pictures for schoolroom decoration.

The Squires' ink well will be exhibited in the department of education at the St. Louis world's fair.

The following are a few of the normal schools that are using one or more Pendent Globes made by L. P. Denoyer, Appleton, Wis.: West Liberty, Huntington, W. Va.; River Falls, Milwaukee, Whitewater, Platteville, West Superior, Oshkosh, Stevens Point, Wis.; Cedar Falls, Iowa; Providence, R. I.; St. Cloud, Minn.; Baltimore, Md.; New Paltz, N. Y.; Greeley, Col.; Marquette, Mich.; Mt. Pleasant,

Mich.; Natchitoches, La.; Prairie View, Tex.; California, Pa.; Aberdeen, S. Dak.; School of Pedagogy of New York university.

The McConnell School Supply Co., of Philadelphia, announces a thorough revision of the National Series of wall maps. All the territory that came to the United States through the late war with Spain is shown on the new edition as United States territory. New maps on an enlarged scale have been prepared of the Philippine Islands, Hawaiian Islands and of Porto Rico sufficiently large to show the interior political divisions and most of the cities and villages of any importance or note. These enlarged maps are printed on the borders of the big maps. South African territory has also been revised; the Chinese around Peking; as well as other points of minor importance. It is now an up-to-date series of maps printed in America for American schools. Most of the other maps on the market are either foreign publications or are printed from old plates and consequently do not show any of the late additions to American territory.

The school boards of Wesboro, Milton, South Weymouth, and Hopedale, Mass., have supplied their schools with the Milwaukee Dustless Brushes.

New York City. The board of education has adopted a budget for 1904 asking for \$23,269,172.30.


ECONOMY OF TIME AND INK



Far-sighted and progressive school boards are rapidly installing Waterman's Ideal Fountain Pen in their school, because:

1. It cuts down their ink bills,—there is no loss of ink by evaporation when you use a Waterman's Ideal.
2. It saves time by doing away with the constant dipping necessary with a steel pen.

When scholars use a

Waterman's  Fountain Pen

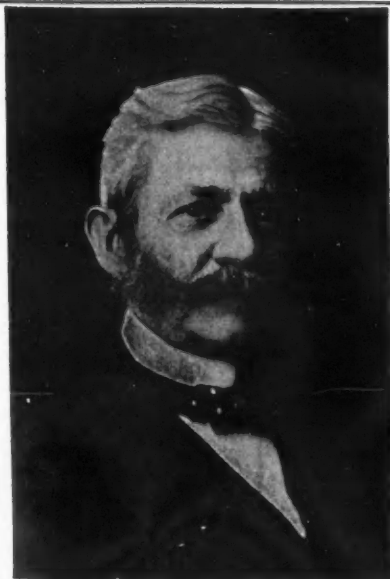
there are no more inky fingers or soiled frocks from upset inkwells. Essays and other written papers are neat in appearance, because they are free of blots and scratches and have a uniform color of ink throughout.

Beware of imitations. Insist on the genuine Waterman's Ideal.



L. E. Waterman Company

173 Broadway, New York



YOUR

School Books Last Longer
School Books Transferred in Clean Covers
School Books Kept in Perfect Repair
School Books Never Get Soiled or Filthy

IF

Your Board Adopts the

"HOLDEN SYSTEM FOR PRESERVING BOOKS"

Costs only 3 per cent of the value of the books. Books made to last 50 per cent to 100 per cent longer.

That it SAVES MONEY, the great growth of the business proves conclusively.

ONE PRICE to all Schools. Orders of 1,000 receive same care and attention as those of 100,000 and at the same price.

SAMPLES FREE

G. W. Holden, Pres't
M. C. Holden, Sec'y

HOLDEN PATENT BOOK COVER CO.

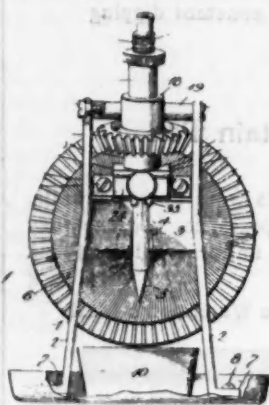
Springfield
Mass.



RECENT PATENTS.

Pencil-Sharpener.

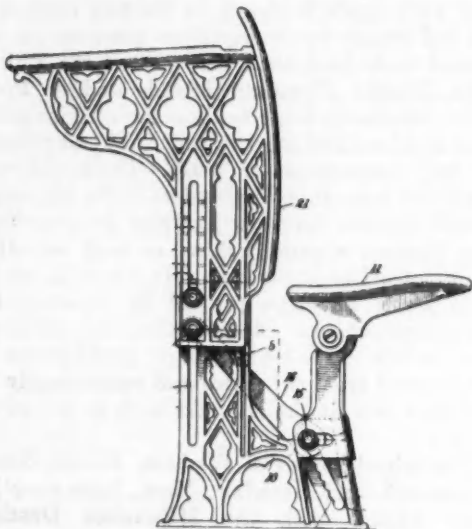
Charles F. Littlejohn, New Haven, Conn.



In a machine of the class described the combination of a supporting frame or casing provided with an opening, a reducing-wheel having gear-teeth and arranged within the casing and provided with means for operating it from the exterior of the same, a pivotally-mounted gear-wheel meshing with the reducing-wheel and provided with means for holding a pencil, and a spring-actuated device for holding the pencil in engagement with the reducing-wheel, said spring-actuated device being provided with means for operating it from the exterior of the casing.

Desk and Seat.

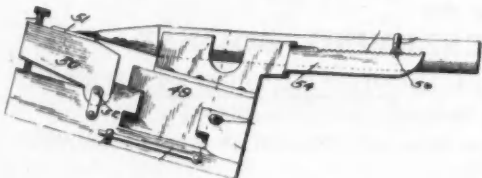
Archibald C. Henderson, New York, N. Y.



In a desk, a side frame comprising a lower fixed member having a slot, an upper member movable on the lower member and having a slot, a clamping-bolt passing from the lower member through the slot of the upper member, a post forward of the desk, a seat-standard movable vertically on said post, said post being provided with a slot, a swinging link, a bolt passing from said link into the slot of the post and engaging with the standard, and a bolt attaching the upper end of said link to the upper member of the desk frame and passing through the slot of the lower member of said desk-frame.

Pencil-Sharpener.

Lewis G. Wilcox, Philadelphia, Pa.



A pencil-pointing device, comprising a support having a pointing-surface and a guideway, a pencil-carrier adapted to be reciprocated in said

guideway, a pivoted arm mounted upon one side of the support, means for holding the arm in operative position, a cord or flexible element connected to the opposite side of the support and adapted to be wound about the pencil and attached to said arm to impart rotary motion to the pencil when the carrier is reciprocated, and means for holding said arm in folded or inoperative position.

Illuminated Map.

Tetsutaro Ikemori, New York, N. Y.



An illuminated map, consisting of a body of transparent material or semi-transparent material, having countries in outline produced upon its front face and corresponding countries produced upon its rear face, the countries at the rear face showing subdivisions and giving other information, the back of the map being provided with a coating of white which conceals the subdivided representation of countries, whereby to make such subdivisions visible only when the rays of a light are made to pass through the map.

SUPPLIES AND EQUIPMENT.

Middletown, N. Y. The J. L. Mott Iron Works system of sanitary plumbing has been installed in the new schools. Desks are furnished by the Grand Rapids Furniture Company, of Grand Rapids, Mich.

Indianapolis, Ind. Fifteen second-hand pianos will be purchased for the kindergarten rooms, from D. H. Baldwin & Co. Avoca, Ia. The school board has purchased of the Columbia School Supply Company, Indianapolis, Ind., a Crowell cabinet for teaching natural philosophy, which will be of untold benefit to the scholars.

The Squires Inkwell Company, of Pittsburg, Pa., manufactures three kinds of inkwells for school purposes. One is the "New Flush," the second is the "Swing Top," and the third is the "Flush Top." The last two have been in use for a number of years. The first named is the company's latest production, and is said to be the pet of the three.

Oklahoma City, Okla. Jasper Sipes has been awarded the

COLOR WORK

ARE YOU INTERESTED?

IF SO

Send for Samples and Prices to the

Eagle Pencil Co, 377-379 BROADWAY New York

who have the largest and most complete line of
COLORED PENCILS, CRAYONS made....

contract to supply furniture in the new Lincoln school.

Peoria, Ill. Thomas Kane & Co. have furnished a supply of desks.

Buffalo, N. Y. The contract for equipping the chemical laboratory in the new high school was awarded to Mosier & Summers, for \$15,882.

Spokane, Wash. The board has voted to purchase a Crowell cabinet.

Pratt City, Ala. The board has purchased a supply of Columbia automatic desks.

Canton, Ill. The board has purchased a supply of desks from Thomas Kane & Co.

Sloan, Ia. The board has purchased desks from R. O. Evans & Co., Chicago.

Pratt City, Ala. A supply of desks has been purchased from the American Furniture Company, New York.

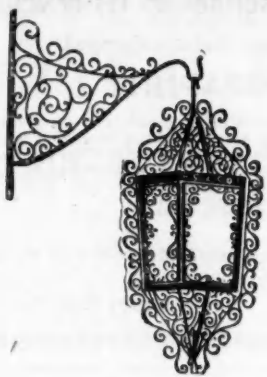
Orange, N. J. The department of education has purchased three Remington typewriters.

Newark, O. The American School Furniture Company has supplied the board with desks.

THE VALUE OF MAPS

THE day is already here when accurate and convenient MAPS are considered an essential part of the equipment of every school. Few teachers would undertake to teach the subject of geography or history without a set of down-to-date maps. A few years ago it was enough to have a wall map of the United States, but at the close of the Spanish war we found ourselves interested in the geography of both Europe and Asia. The recent conflict in South Africa has revised the map of that continent and created a new interest in its geography. The Pan-American Exposition, the Pan-American Congress, and the plans for the Panama Canal have turned our eyes anew toward South America, whose geography is practically unknown to the American people. Our interests are now world-wide, and we are of necessity becoming a geography-studying people. For nearly fifty years Messrs. Rand, McNally & Company have been the largest map makers in America. Their imprint corresponds to the "Sterling" mark on silverware, and stands for accuracy, completeness, and convenience. Their information is secured from official sources and each map is carefully revised with each printing.

RAND, McNALLY & COMPANY, CHICAGO AND NEW YORK



VENETIAN IRON WORK

is becoming more popular every day: schools, private and public everywhere, are taking it up.

We have made a special study of all the requirements for this work, for several years past. If interested, ask for Circular No. 1032.

HAMMACHER, SCHLEMMER & CO.
NEW YORK CITY, SINCE 1848

Lewiston, Me. A tellurian has been invented by Miss Josephine Mitchell, a teacher in one of the city schools. The instrument is manufactured by Hanks & Co., Boston.

Beloit, Wis. Holden's patent has been used during a period of four years, or ever since our city adopted "free text-books." The results have been more than satisfactory. The books have been preserved and kept clean. None of the books have been turned in worn out, after four years of use, and no children or families object to using the books when fresh covers are put on before giving them out. Fewer pupils each year buy their own books for the purpose of avoiding the free books.

The use of the Milwaukee dustless brush has been introduced in the public schools of the following cities: Ypsilanti, Mich.; Saginaw, Mich.; Praisie du Chien, Wis.; Appleton, Wis.; Wabash, Ind.; Hopkinsville, Ky.; Ames, Ia.; Cambridge, O.; Kingston, N. Y., and Wilkesbarre, Pa.

Nashville, Tenn. Brushes for dustless sweeping have been purchased from the Milwaukee Dustless Brush Co.

JUST ISSUED.

Illustrated Game of

Domestic Animals.

By LOUIS M. SCHIEL, principal 23d Intermediate School, Cincinnati.
Edited by M. ADELAIDE HOLTON, supervisor Primary Schools, Minneapolis, author "Holton's Primer."

A game for upper primary and second years, containing 56 illustrations of all our domestic animals, photographed from life. Teaches habits, characteristics and uses. Develops judgment.

Large, clear text—vocabulary simple.
Intensely interesting for children in either group or class work. Played by pairing similar characteristics, habits or uses of the different animals.
Sold by dealers, or sample game, 25c.

OTHER GAMES.

Addition and Subtraction, second to fourth years.
Multiplication and Division, third to fifth years.
Fractions, fourth to seventh years.
Words, second to fifth years.
Wild Animals, third to sixth years.
Constructive Geometry, sixth to eighth years.
Our National Life, game of U. S. history, sixth to eighth years.

Prepared by practical school men. Especially adapted for group work, also suitable for class work. Simple or difficult forms of play to suit the pupils' needs.

Sold by dealers, or sample of any game, 25c.

The Cincinnati Game Co., Cincinnati, U.S.A.

WANTED—Salesmen to sell a specialty on commission as side line to school and stationery trade.
Address, **C. P. M.,**
81 FULTON ST. - - - NEW YORK CITY

The McConnell School Supply Co., of Philadelphia, have added to their fine list of maps a map of the Commonwealth of Australia, 40x60 inches. It is up-to-date and complete, showing the newest stations in the Australian confederation.

St. Paul, Minn. St. Paul public schools have purchased two Smith Premier typewriters.

Le Mars High School, Le Mars, Ia., has just purchased a Smith Premier typewriter.

Allentown, Pa. The Allentown High School has added to their Smith Premier typewriter equipment two more No. 2 Smith Premier typewriters.

Trenton, N. J. The Trenton High School has purchased two Smith Premier typewriters.

Danville, Pa. Danville public school, U. L. Gordy, superintendent, has just added a commercial department and purchased two Smith Premier typewriters.

The following state normal schools are using dustless brushes manufactured by the Milwaukee Dustless Brush Company: Fredonia, N. Y.; Flagstaff, Ariz.; Macomb, Ill.; Mt. Pleasant, Mich.; Kirksville, Mo.; Cheney, Wash.

Lincoln, Neb. The board has purchased a supply of dustless brushes from the Milwaukee Dustless Brush Co.

Manual Training Benches.

Manual training benches, appliances and tools come in for their share of attention at the hands of the inventor. D. F. Barber, of Chandler & Barber, Boston, has perfected a folding work bench which has attracted considerable attention. It contains all the essentials of a good work bench and yet can be folded into a neat cabinet which takes up but little room.

The work bench is not only adapted for manual training school purposes, but also for home use. The firm has issued a new catalog which notes the progress made in manual training equipment, and which should go into the hands of school officers and instructors.

The standard bench now used in the manual training schools of Boston, St. Louis and those of other leading cities, manufactured by Chandler & Barber, embody all the modern essentials.

The catalog just issued by the firm is more complete than any similar document brought out by this firm. It is profusely illustrated and gives all the information that could be desired on the subject of tools and equipment suitable for educational manual training.

What It Says About Reed.

A recent number of "Graphite" discusses George Howard Reed, of the educational department of the Joseph Dixon Crucible Co. It says:

This gentleman is a thoroughly substantial business man. He can be relied upon in every department of his work. No one goes to him without getting some satisfaction in return, even if he does not give them exactly what they ask for.

His sympathies are broad and wide-stretching. He takes an interest in the success of a business from a two-fold standpoint—one to make it

prosper, and secondly, to make it reliable and secure.

He is a painstaking man and has always been known to carry out his agreements with others.

He takes pride in everything he does and his aims are above the average business man who wants to make business without considering how he does it.

His consistency of conduct makes people feel they can depend upon his estimates, his valuations and his investments.

Young men can do well to study his example and follow his advice. There is a correlation between the various parts of his brain, as well as a harmony between the working of his body and mind. He is not so demonstrative in what he says, but is always reliable.

Candidates for State Superintendents.

Ohio—Republican, Edmund A. Jones, superintendent of schools, Masillon; Democrat, J. H. Secrist, superintendent of schools, Ottawa.

Iowa—Republican, John F. Riggs, Sigourney; Democrat, A. R. McCook, principal, Elma.

Kentucky—Democratic, James H. Fuqua, Sr., Russellville; Republican, Livingston McCartney, Henderson.

LET YOUR STOMACH HAVE ITS OWN WAY.

Do Not Try to Drive and Force it to Work When it is Not Able or You Will Suffer All the More.

You cannot treat your stomach as some men treat a balky horse; force, drive or even starve it into doing work at which it rebels. The stomach is a patient and faithful servant and will stand much abuse and ill treatment before it "balks," but when it does you had better go slow with it and not attempt to make it work. Some people have the mistaken idea that they can make their stomachs work by starving themselves. They might cure the stomach that way, but it would take so long that they would have no use for a stomach when they got through. The sensible way out of the difficulty is to let the stomach rest if it wants to and employ a substitute to do its work.

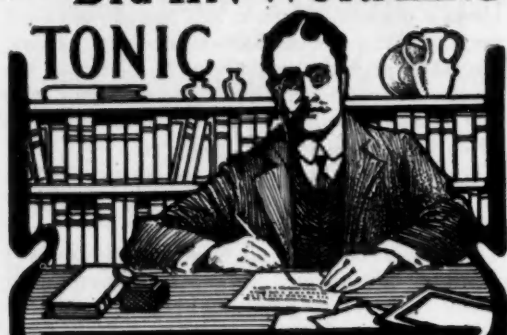
Stuart's Dyspepsia Tablets will do the work of your stomach for you and digest your food just as your stomach used to when it was well. You can prove this by putting your food in a glass jar with one of the tablets and sufficient water and you will see the food digested in just the same time as the digestive fluids of the stomach will do it. That will satisfy your mind. Now, to satisfy both your mind and body take one of Stuart's Dyspepsia Tablets after eating—eat all and what you want—and you will feel in your mind that your food is being digested because you will feel no disturbance or weight in your stomach, in fact, you will forget all about having a stomach, just as you did when you were a healthy boy or girl.

Stuart's Dyspepsia Tablets act in a natural way because they contain only the natural elements of the gastric juices and other digestive fluids of the stomach. It makes no difference what condition the stomach is in, they go right ahead of their own accord and do their work. They know their business and surrounding conditions do not influence them in the least. They thus relieve the weak stomach of all its burdens and give it its much needed rest and permit it to become strong and healthy.

Stuart's Dyspepsia Tablets are for sale by all druggists at 50 cents a box. They are so well known and their popularity is so great that a druggist would as soon think of being out of alcohol or quinine. In fact, physicians are prescribing them all over the land and if your own doctor is real honest with you, he will tell you frankly that there is nothing on earth so good for dyspepsia as Stuart's Dyspepsia Tablets.

THE BRAIN WORKERS

TONIC

HORSFORD'S
ACID PHOSPHATE

Teachers, Students, Clergymen, Accountants and persons of intense mental concentration, can strengthen their whole system and increase their capacity for mental and physical labor by the use of **Horsford's Acid Phosphate**.

It rests and strengthens the tired brain, dispels nervous headache and induces restful sleep and a good appetite.

If your druggist can't supply you we will send small bottle, prepaid, on receipt of 25 cents. RUMFORD CHEMICAL WORKS, Providence, R. I.



He Recognized Them.

School Clerk: School Director Johnson gave voice to great thoughts at last night's board meeting.

Superintendent: Yes, thoughts in fact that have been thought by some of our greatest thinkers.

Behind Closed Doors.

Miss Primer: How did you find out so much about the School Board meeting?

Newspaper Reporter: Because it was an executive session.

His Greatest Discovery.

"What do you regard as the most important discovery you ever made?"

And without hesitation the eminent educator answered:

"An editor of an educational journal who was willing to pay liberally for my articles."

Time for Argument.

"Have you anything to say before we eat you?" said the king of the Cannibal isles to a Boston school teacher.

"I have," was the reply. "I want to talk to you awhile on the advantages of a vegetarian diet."

Fathers.

Teacher (to English literature class)—"I have shown you how Shakespeare was the Father of the Drama, and Fielding the Father of the Novel. Now, can you tell me who Chaucer was?"

Scholar—"Yes, sir; Chaucer was the Father of Dialect."

French and German
Humor.

Unüberlegt. — Der Marx, ein böser Schulbub, hat an die Wand geschrieben: „Der Herr Lehrer ist ein Esel!“ Er wird aber vom Herr Lehrer ertappt und von demselben tüchtig durchgewackelt mit dem Zusatz: „So, jetzt bleibst Du nach der Schule da, Du Lausbub, und schreibst zweihundert mal „Der Herr Lehrer ist ein Esel“, damit Du Dich in Zukunft merkst.“

Aus der Töchter Schule. — „Wie heißt also die leidende Form von „ich liebe“? — (Keine Antwort.) — Nun, Johanna, ich werde.“ — „Ich werde nicht geliebt!“

Chez un député. La bonne annonce des visiteurs.

On vient pour visiter l'appartement?

Mais, je n'ai donné ni reçu congé?

On suppose que M. le député ne sera pas réélu, et alors.

Kindermund. — Vater: Was machst Du denn da, Du bemalst ja Deiner Puppe das Gesicht?

Die kleine Elise: „Das thut Mama bei sich auch.“

Les domestiques.

Baptiste, mon ami, je ne mets pas si longtemps à m'habiller, que vous.

Je le comprend, monsieur, car moi je n'ai pas de valet de chambre.

Muthig. — Meister: „Junge, Ich glaube, Du fürchtest Dich vor der Arbeit!“

Lehrling: „Ich mer fürchten? Ne, Meister, ich lege mer ruhig bei ihr schlafen!“

Ce sont les chemises qui manquent.

Pourquoi ne mettez-vous plus de boutons à mes chemises? dit un jour Ferdinand à sa blanchisseuse.

Hélas! monsieur, répondit celle-ci, il faudrait plutôt mettre des chemises à vos boutons.

Doktor: „Sie haben Ihren alten treuen Diener entlassen, Herr Professor? Ja warum denn?“

Meteorologe: „Der Mensch war rheumatisch und hat das Wetter jedes Mal aus seinen Knochen prophesiert! Wo bleib ich denn da mit meiner Wissenschaft?“

Un veinard.

Vois-tu, dit Philippard à Duraudeau, vois-tu ce type à grande barbe noire. En voilà un qui a de la veine.

Comment ça?

Oui, id avait demandé ma femme en mariage un peu avant moi. On la lui a refusée pour me la donner. Croistu qu'il est veinard?

Kapital und Arbeit. — Vernbegieriger Wirth (zu einem Studenten): „Sie studiren, wie ich höre, National-Ökonomie. Ich interessire mich auch dafür, finde es aber sehr schwer, die Sache zu begreifen. Ich habe, zum Beispiel, keine Ahnung, was man unter „Kapital und Arbeit“ versteht!“

Studiosus: „Das ist doch sehr einfach! Nehmen wir an, Sie pumpen mir 500 Mark; das ist „Kapital“. Ich habe Ihnen versprochen, Ihnen die 500 Mark nach 3 Monaten zurückzahlen. Sie kommen, um Ihr Geld zu erhalten, ein, zwei, drei bis zehnmal zu mir — aber immer vergebens!“

Wirth (verblüfft): „Ah, ich verstehe: das ist „Arbeit“!“

A TREE IS KNOWN BY ITS FRUIT A SCHOOL BY ITS PENCILS

All pencils ought to be as good as those that are stamped

DIXON'S AMERICAN GRAPHITE

but that is impossible. When you provide your pupils with these pencils you are giving them the very best there is. The straightest grained sweet smelling cedar, combined with the blackest and purest graphite, which is absolutely free from grit. There is always something to be thankful for, and among the many blessings that the school teacher has is the opportunity to use

DIXON'S AMERICAN GRAPHITE PENCILS

in his school work.

If you will mention this paper and let us know the particular kind of pencils for which you are looking, they are yours for the asking.

Joseph Dixon Crucible Company.

Jersey City, N. J.

A Too Common Attitude.

A small girl who had just begun to attend school brought home a pumpkin seed and told her mother that the teacher said that, although the seed was white, the pumpkin would be yellow.

"And what will the color of the vines be?" asked the mother.

The little girl replied that the teacher had not taught her that.

"But," said her mother, "you know, dear, for we have pumpkin vines in our garden."

"Of course I do, but we ain't expected to know anything until we are taught."

Go Well Together.

"That woman book agent has a divine smile."

"Yes, to accompany her sublime cheek."

In Arizona.

New Superintendent: Why did the school board adjourn so suddenly?

Primary Teacher: It didn't adjourn. It just recessed around the corner to see a man lynched.



Teacher's License.

Applicant: What shall I do if I fail in obtaining a teacher's license?

School Superintendent: Hustle for a marriage license.

SANBORN'S CLASSICAL ATLAS

"I am very glad to be able to recommend so good an Atlas at so moderate a price."
J. W. D. INGERSOLL, Yale University.

PRICE, IMPERIAL PAPER, \$1.00; CLOTH, \$1.75

BENJ. H. SANBORN & COMPANY

BOSTON

NEW YORK

CHICAGO

Judson and Bender's GRADED LITERATURE READERS.

Reed and Kellogg's LESSONS IN ENGLISH.

Huchinson's PHYSIOLOGIES. Peter's MODERN CHEMISTRY.

MAYNARD, MERRILL & CO., Publishers.

NEW YORK.

BOSTON.

CHICAGO.

SPENCERIAN STEEL PENS ARE RESILIENT.

SAMPLES FREE TO TEACHERS.
RESILIENCY IS THE SECRET OF
A SMOOTH, EASY-WRITING PEN.
SPENCERIAN PEN CO.,
349 Broadway, New York.

ONE OR TWO SESSIONS FOR HIGH-SCHOOLS.

At Putnam, Conn., the question was recently agitated. Supt. Wm. H. Holmes, of Westerly, R. I., has made some investigations and the results are being exploited in determining the question. He quotes Dr. Winsor, of the Massachusetts State Board of Health, who says:

"I wish I could adequately express my sense of the importance of the issue which this inquiry presents. Everywhere the tide is setting more and more strongly against two sessions. Upon this matter parents, pupils, and, it is to be feared, a large majority of teachers, are in unison. The decision of the point in question is generally affected by simpler habits of living, by changed hours of eating, and by the growth of large cities and towns. And yet a single five-hour session violates every principle of school hygiene. During the last two hours of such a morning, teachers and scholars, jaded by the labor and confinement of time that has gone before, are incapable of the best work. When the time is at last ended, the impulse of all is to escape from the place of imprisonment with the least possible delay. Questions that have come up, and the answers to them, must wait till tomorrow. A growing child needs a meal at mid-day. A teacher's need of such a meal is scarcely less than the child's. The interval between the child's light breakfast and his dinner cannot safely be made much more than five hours. When the single long session is established, this interval can rarely be less than seven hours, and must often extend beyond that time. The luncheon carried, or the pies and tarts devoured at the nearest bake-shop, only aggravate the injury. We ought cheerfully to accept the fact, that for our children, school duties are the appointed and the all-important work of each week day. Time enough can be found for all needed exercise and fun without crowding all study into one-half of that day."

STATE TEXT-BOOK UNIFORMITY.

Hon. W. B. Merritt, state school commissioner of Georgia, has expressed himself strongly in

favor of state uniformity of text-books. When a legislative measure was under consideration in his state some months ago, but which failed of passage, changing the system of county uniformity to state uniformity, he gave as his opinion that greater economy could be achieved under the latter system.

After arguing that the prices for school books are lower in states where uniformity is in vogue, he says:

State uniformity will not only greatly cheapen prices of school books, but will confer many other benefits. It will do more to unify the work of the schools of a state than any other one thing. It is impossible for the department of education to make out or recommend a course of study suitable to the different counties or sections of the state, because of the fact that the different counties use different books; and it is impossible to make out a course of study that could be followed, unless it is based on certain specific text-books.

State uniformity can be of untold advantage to the teachers of the state. The department of education in preparing questions for the examination of teachers finds great difficulty in preparing questions that will be suited to teachers in the different counties. As is well known, every one standing an examination prepares for it, and tries to frame their answers from the books used in their respective counties. As the various counties have different books, you can see at what great disadvantage a majority of the teachers in the state have in standing these examinations. If one series of books could be used throughout the entire state the questions for examinations would be uniform and no teacher could fail in the examination because of not understanding the question, for the teachers' examinations and the general course of study for all the schools in the state would be based on the same books and better results would be secured all round.

I wish to say here, however, that I do believe that it is just and right to exempt the local systems in the state that levy a local tax for the support and maintenance of their schools, and this should apply equally to cities, towns and counties. In the county systems of schools all the money they receive to operate the schools comes from the state. The county boards of education are commissioned by the state, the county school commissioner stands an examination prepared by the state and is commissioned by the state; every teacher in the county schools stands an examination given by the state, and receives

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his license from the state. This is not true of the cities and counties that levy a local tax. The boards of education in the local systems are purely under local control. The board members do not get their commission from the state, the superintendents do not stand examinations prepared by the state, but are elected by local boards on such examinations as they may choose to give them, if any; the teachers in the local systems are examined by the local superintendents and licensed by them and the state has nothing to do with it. The bulk of the money used for supporting the schools of these local systems is raised by local taxation and the state should not dictate to them in these matters. The local systems, however, should have the advantage of the prices of the state adopted books, if they choose to use them. Any community that has sufficient interest in the cause of education to levy a local tax to support a local system of schools for eight months in the year, as provided for in your bill, should have special privileges and should be exempt from the operations of a general law on this subject.

Regarding the Indiana text-book law, Mr. Merrill states the following: "The Indiana law arbitrarily put a maximum price for each book used in the schools, these prices being very low. The result was that either inferior books had been taken or abridged editions of regular text-books were in use not equal to those in use in Georgia."

Birmingham, Ala. The state text-book law requires that every book bear an official state stamp. A parent whose children have the required book but have been denied the use of them because they do not bear the official stamp, will make a legal test.

Albany, N. Y. The printers demand that the union label appear on all school books. The school board holds that the change "is not only inadvisable, but absolutely impracticable."

Detroit, Mich. Mayor Maybury has vetoed a change from the vertical to the slant system of writing.

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EVENING SCHOOLS.

(Continued from Page 4.)

New York City. The evening schools opened September 28th, with greatly increased attendance.

In the elementary evening schools two departments have been established—a senior and junior. For admission to the junior departments pupils must be over 14 years of age. Those in the latter departments are admitted upon presentation of certificates stating that they have completed the work of the elementary day schools. Candidates under the age of 18, who cannot present such certificates, are required to pass a satisfactory examination on the subjects comprised in the fifth year of the day schools. The senior departments are a kind of connecting link between the elementary schools and evening high schools. The subjects taught are: Reading, arithmetic, penmanship, bookkeeping, composition, drawing, phonography, and for girls, sewing, millinery, dressmaking and cooking.

The junior departments pursue a regular course of instruction extending over eight terms in four years, and comprise the following subjects: English (including reading, spelling, meaning and use of words and composition), arithmetic, penmanship, geography, history and instruction in English to foreigners. In several of the schools the teaching of English to foreigners forms a very important part of the work and perhaps the most satisfactory.

The course of study in the evening high schools is almost identical with that in the day schools. To be eligible to take up the work students must have graduated from the elementary day or evening schools. Students taking courses in the evening high schools in accordance with the requirements of the New York state board of regents and successfully passing the state examinations in the different subjects, will be enabled to meet the requirements for admission to colleges and other institutions of high learning. The subjects taught cover a wide range and are as follows: Latin, French, Spanish, German, higher arithmetic, algebra, geometry, trigonometry, physical applied mechanics, bookkeeping, English composition, grammar and rhetoric, English literature and oratory, history and political science, phonography, chemistry, anatomy and physiology, architectural, mechanical and freehand drawing and ship drafting.

Gardner, Mass. One of the rules regarding the attendance of pupils employed during the day, and attending evening school is that cards giving a record of the week's attendance signed by the teacher will be shown to the employer every Saturday. The employer will keep this card till the following Friday, when he will be required to give it to the pupil to take to his teacher for another week's record and so on. This plan will keep the employer informed of the number of evenings the pupil is in attendance.

Malden, Mass. The evening schools of the city will provide special instruction in penmanship. A structural iron course is to be introduced.

Hartford, Conn. The session of the evening high school opened October 12th and will continue during twenty weeks, three evenings a week. If the attendance in any class falls below six on three consecutive evenings, the class is liable to be discontinued. The courses of instruction include English composition, English literature, French and German, algebra, geometry, physics, chemistry, American history and civics, commercial work, including bookkeeping and stenography, wood work, including joinery, woodturning, cabinet instruction and pattern-

making, metal work, with a thorough course in machine work, in which special attention is given to toolmaking, also a two years' course in constructive drawing.

Pittsburg, Pa. Pupils at the evening high school are required to deposit the amount of the price of the books which they use, the same being returned to them at the end of the term if the books are returned in good condition.

Albany, N. Y. The evening schools, last winter, were very successful. In the evening high school such practical subjects as book-keeping, drawing and stenography attracted the majority, still a goodly number studied advanced English, Latin, algebra, physics and chemistry. The superintendent of schools has recommended that this year, classes in modern languages be formed, should a sufficient number ask for the privilege.

Nutley, N. J. The evening schools this year will be discontinued because of the Town Council's action in reducing the appropriation for them. The action of the Council has been characterized "niggardly in the extreme" and a "mistaken method of economy to retrench by hampering the board of education."

Passaic, N. J. The board of education announced some time ago that the evening high and commercial schools could not be opened this winter owing to the lack of funds. The teachers appointed for these schools have volunteered their services and will teach the term without pay.

Lawrence, Mass. The studies in the evening high schools will be partly elective and partly required. The study of English will be required in all grades. Students entering the high school must have grammar school diploma or take examination in the same manner as day pupils. Stenography has been added this year to the third year course.

Allegheny, Pa. The board has decided to open an evening school in every ward that can secure fifteen or more pupils.

Quincy, Mass. The school committee has decided to hold sessions of the common evening schools four evenings each week instead of three and four sessions of the evening drawing schools instead of six.

Roxbury, Mass. An evening high school has been established.

Chicago, Ill. The evening schools never opened under more favorable circumstances than this year. The board advertised them liberally by means of circulars, dodgers, posters, etc., and merchants and manufacturers gave aid by urging their employers to attend. In all twenty-three buildings have been opened with a total registration of nearly 13,000 pupils. The courses in elementary evening schools have been classified as follows:

(a) First year below high school for pupils who have finished the sixth and seventh grade of day school.

(b) Second year below high school—pupils who have finished fourth or fifth grades of day school.

(c) Third year below high school—for pupils below fourth grade of the day schools.

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Elementary courses are also being taught in the high school. Stenography, typewriting, bookkeeping, architectural drawing, and chemistry are high school courses, but are subject to demands of pupils.

Philadelphia, Pa. The evening schools opened October 19th with a registration of over 12,000 pupils and will be in session three nights a week until the end of February. Pupils under 21 years of age have been required to furnish physicians' certificates of successful vaccination. In all forty-eight school buildings are being used to carry on the work.

The subjects taught embrace the common branches of the elementary schools, and sewing and millinery. As far as possible the work is graded on the same plan as the day schools. The higher courses of study are taught at the evening high school, to which, however, only men and boys are admitted. So far, the board of education has made no provision for the high education of women and girls in the night schools. There is \$38,000 available for the maintenance of the night schools to the end of this year.

The Philadelphia night schools probably are the oldest in this country. Established in January, 1850, they have continuously opened every year since, with the exception of the four winters of the War of the Rebellion. Possibly the next oldest night schools are those in Chicago, which were begun in 1856.

The night schools now include a German-English school and an Italian-English school. The total registration last winter was 20,163. The average number belonging was 13,484, while the average attendance was 8,874. Of the total number of pupils enrolled, 4,735 were less than 15 years of age, 10,985 between 15 and 21, 3,181 between 21 and 30, 910 between 30 and 40, 287 between 40 and 50, and 65 were over 50 years of age.

The total cost of maintenance of the schools last winter was \$51,081.90, and the cost per pupil, based on the average number belonging, was \$3.78.

Reading, Pa. The evening schools opened October 5th. In seven buildings the branches taught comprising all grade and high school studies in addition to shorthand, bookkeeping, commercial arithmetic and mechanical and architectural drawing.

The school board has fixed the pay of the principal of the evening high school at \$3 per night; of his assistant at \$2; of evening grammar school teachers at \$1.75 and of evening elementary teachers at \$1.45.

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Newark, N. J. Superintendent Addison B. Poland in making his recommendations for improving the work of the evening schools in his city said among other things:

"Although we claim to provide an elementary school education for every child, the majority of children leave school before the process is half finished. By raising the age of compulsory education from twelve to fourteen years we shall do something toward keeping children longer in school. But, after all, we shall have to look to the evening schools if we hope to complete the education which the state contemplates, and the best interests of society demand.

"Another important question to be considered in this connection is: What studies should be

correctly, but it is a more useful thing to be able to make it. It is desirable, and, indeed, necessary, for the mother of a family to be able to make a change in purchasing thread and needles at a store; but is it any less desirable for the mother of a family to be able to use the thread and needles in making garments for the children? Just as there is intellectual training in learning arithmetic in order to compute the cost, so there is intellectual training in learning to sew in order to make the garment.

"I would recommend, that in planning the work of the evening schools adequate provision be made for industrial branches, as sewing, cooking, drawing, manual training, etc. I do

taught to those pupils who have left the day schools before completing the prescribed course? Shall the day school studies be continued in evening schools until completed? And shall the pursuing of such studies be made obligatory? Or shall pupils be allowed some degree of choice in accordance with what they conceive to be their individual needs?

"My own conviction is that pupils should be given a considerable degree of choice; they are not compelled to attend school; they will not attend unless they can take studies that they themselves believe are useful. The majority of those who attend evening schools are engaged during the day in earning a livelihood. It goes without saying, therefore, that studies which seem to aid them to gain a livelihood will be most eagerly sought after.

"It is a good thing for the housewife to be able to spell 'bread'

evening of service, and of his assistants \$2.

Buffalo, N. Y. The session of the evening schools opened October 5th. Besides the ordinary studies, the following courses have been opened to workmen: Mechanical course for machinists, pattern makers, electricians, engineers, etc.; architectural course for carpenters, stone cutters, cabinet workers, and millwrights; freehand drawing and designing for glass workers, wood workers and fresco painters. These courses are divided into classes of the first, second and third years. All classes meet Monday, Wednesday and Friday nights. Classes in Spanish have also been formed.

Schenectady, N. Y. The evening school will be conducted this winter on the same lines as last winter.

Chicago Heights, Ill. The board will conduct two evening schools. The funds will be collected from the local merchants and manufacturers.

Charleston, Mass. A course for training in emergency surgical work and nursing has been introduced in the evening school. Classes have also been established in advanced physiology, which will have an opportunity to hear lectures by physicians and specialists during the winter. A civil service department will train pupils for filling government positions.

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ALABAMA.

Birmingham—\$150,000 Presbyterian college to be erected. Montgomery—Law passed appropriating \$10,000 for annex to Alabama Industrial school. Opelika—School to cost \$30,500. Green Springs—School to be erected.

ARKANSAS.

Ft. Smith—Ten room school to be built. Pocahontas—\$7,000 school to be erected according to plans of Architect Geo. E. McDonald, Kansas City, Mo.

CALIFORNIA.

Santa Ana—Bonds voted for \$12,000 school. Los Angeles—Architects Burnham & Bllesner have prepared plans for 3-story building for School of Art and Design. Architects Dennis & Farwell furnished plans for Occidental college. San Francisco—\$3,595,000 of bonds voted for new schools. Primary school to be erected corner of Martin and Bay View streets; Stone & Smith, architects. Eureka—\$18,000 voted for school.

COLORADO.

Canon City—Plans for high school accepted of Architect C. C. Rittenhouse. J. L. Heaton, secretary.

CONNECTICUT.

Waterbury—Architect Jos. T. Smith has plans for eight room parochial school for the Church of the Immaculate Conception. New Haven—Metallurgical laboratory for Sheffield Scientific school to be erected. Westhaven—Architect L. W. Robinson is preparing plans for addition to Union school. Kensington—\$10,000 school to be built. Address clerk. Litchfield—School to be erected, \$3,000. Address Freeman Catlin. Highwood—Appropriation of \$9,000 made for new school.

DISTRICT OF COLUMBIA.

Takoma Park—\$100,000 training and medical school to be erected by Seventh Day Adventists. Washington—Plans of Architect B. Stanley Simmons accepted for new business high school. Cost \$168,000.

FLORIDA.

Jacksonville—University of Florida to erect Conrad Hall.

GEORGIA.

Ocilla—Plans wanted for school to cost about \$10,000. Address J. J. Walker. Atlanta—Two schools to be erected. Appling—Centralized school to be erected. McRae—Baptist Association to erect college here. Pembroke—Academy to be erected. Ft. Gaines—Architects J. W. Golucke & Co., Atlanta, prepared plans for \$18,000 college. Address Mayor. Augusta—School to be erected on D'Antignac street. Temple—School to be built. Decatur—Plans for studio and gymnasium for Agnes Scott college, drawn by Architects Bruce, Morgan & Dillon, Atlanta.

ILLINOIS.

Champaign—School for nurses to be established. Galesburg—Building for Pulitzer school to be erected. Steward—School to be erected. Petersburg—High school to be erected. South Beloit—School to be erected. Cairo—St. Joseph's parochial school to be built. Mount Vernon—Township high school to be built. Streator—School to be erected. Pinoak—School to be erected. Crossroads—School to be built. Glenwood—

\$10,000 addition to industrial school. Chicago—Architect Mundle has completed plans for grammar school at Pullman. Cost \$80,000. \$95,000 appropriated for 12-room addition to school at 48th street and Winchester avenue. Kewanee—High school to be erected at a cost of \$50,000.

INDIANA.

Terre Haute—The Indiana Normal will erect a training school. Michigan City—Four schools to be erected at a cost of \$30,000.

Indianapolis—Six schools to be erected. New Albany—Emil Mosemiller, architect, prepared plans for the new \$80,000 school. Marion—School to be erected. Royal Center—Township high school to be built. Evansville—Plans will be completed by February, 1904 for \$40,000 manual training school. Warsaw—\$35,000 in bonds voted for new high school. O. J. Chandler, secretary.

INDIAN TERRITORY.

Madill—High school to be erected. Sapulpa—School to be erected. Muldrow—Plans of Architect A. Klingensmith, Ft. Smith, Ark., accepted for 8-room school.

IOWA.

Lake Park—Architects Murphy & Ralston, Waterloo, have prepared plans for high school, cost \$20,000. Davenport—Plans have been prepared for high school. Fairview—School to be erected; R. C. Stark, secretary. Dewitt—School to be built; R. M. Smith, secretary. Yetter—School to be erected. Bromley—Parochial school to be erected at a cost of \$100,000. Lemars—Bonds voted to the amount of \$30,000 for new school. Address Secretary Board of Education. Newell—School to cost \$20,000.

KANSAS.

Salina—Plans for new school are being prepared by Architect Hadley of Topeka. Wichita—\$35,000 school to be erected. North Topeka—Plans by Architect L. M. Wood have been accepted for the 12-room school. Topeka—Plans of Architects Holland & Squires accepted for the new manual training school; \$68,200. Kingman—School to be erected.

LOUISIANA.

Alexandria—School to be constructed. Jennings—School to be erected. Port Louisa—School to be built. Natchitoches—\$4,000 school to be erected. Campt—High school to be erected.

MAINE.

Spragues Mill—High school to be erected. Gorham—Architect F. H. Fassett, Portland, has prepared plans for addition to Normal school. Kittery Point—Four room graded school to be erected; cost \$12,000.

MARYLAND.

Baltimore—\$25,000 is to be expended in portable schools; Benj. B. Owens, architect. Carlos Junction—School to be erected; cost \$3,500. Cumberland—Architect John S. Selbert has plans for 3-room school at Ocean Mine, also two township schools.

MASSACHUSETTS.

Boston—Plans being prepared for six story, \$500,000 school for Manhattan college. Woburn—High school to be erected; cost \$100,000. Boston—Plans of Architects Rand & Skinner accepted for addition to Institute of Technology; cost \$35,000. Abington—High school to



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be erected according to plans of Architects Loring & Phipps, Boston. Rutland—School to be built. Cambridge—\$80,000 to be used in erection of school on Elm street. Lawrence—Grammar school to be erected in ward two. Brockton—\$75,000 appropriated for high school. Turners Falls—New school to be erected at a cost of \$50,000. Quincy—Architect A. H. Gould, Boston, has prepared plans for addition to high school. Everett—\$180,000 appropriated for new school. Somerville—City Council appropriated \$40,000 for additions to two schools. Cambridge—Fourteen room school to be erected on Western avenue; cost \$80,000.

MICHIGAN.

Cadillac—New County Normal school to be erected. Grossepointe—Architect Edw. C. VanLeyen has plans for 2-story addition to school. Cost \$5,000. Grand Rapids—Architect Jas. F. Barker is to draw plans for \$100,000 manual training school. Parochial school to cost \$10,000; W. G. and F. S. Robinson, architects. Battle Creek—Military school to be erected. Watersmeet—School to be erected. Dowagiac—Plans of Architect Edw. C. Van Leyen accepted for high school. Detroit—\$17,000 addition to 29th street school according to plans of Malcomson & Higginbotham. Westphalia—Architects Vierheilig & Clarke, Houseman, building. Grand Rapids, have plans for parochial school; cost \$7,000. Kalamazoo—\$70,000 in bonds voted for new State Normal.

MINNESOTA.

St. Peter—Competitive plans being prepared for new school. Minneapolis—Plans of Architect E. S. Stebbins accepted for portable schools. Parent—Plans of Architect A. J. Blix, St. Cloud, accepted for new school. Wright—School to be built. Eveleth—School costing \$50,000 to be built. Houston—School to be erected. Mankato—Four room addition to be erected to high school; cost \$5,000. Sauk Rapids—The Messaba range will erect four \$50,000 schools.

MISSISSIPPI.

Vicksburg—Four new schools are to be erected.

MISSOURI.

Savannah—School to be erected. Carthage—Architect Chas. A. Smith, Kan as City, selected to draw plans for high school. Wellsville—\$11,000 school to be built. Warrensburg—\$50,000 addition to Normal school. Sorrento—\$18,000 school to be erected. St. Louis—Plans being prepared for \$28,000 School for the Blind.

MONTANA.

Drummond—School to be erected. Rosebud—\$3,500 school to be erected.

NEBRASKA.

South Omaha—Plans of Architect John Latenser, Omaha, accepted for \$75,000 high school. Omaha—

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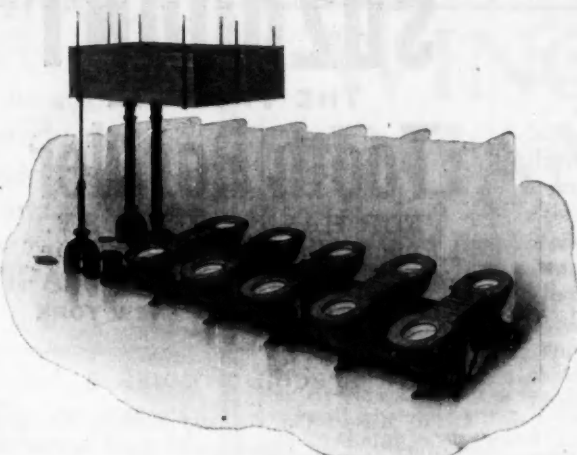
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TENNESSEE.

Memphis—Two schools, to cost \$25,000 each, are to be erected according to plans of Walk C. Jones, architect.

TEXAS.

El Paso—Plans of Architect Edward Kneezell have been accepted for new school. Belton—High school to be erected at a cost of \$15,000. Dripping Springs—School to be built. Marshall—Architect C. G. Lancaster will draw plans for 10-room school. W. H. Attibery, secretary. Brady—School to be built. Austin—\$40,000 Institute for the Blind to be erected. Beaumont—Architect Wm. Weber's plans accepted for high school, also two colored ward schools. Collinsville—Bonds voted for \$10,000 school.

UTAH.

Bryan—Two story school to cost \$3,500. Ross Fork—\$100,000 Indian school to be erected.

VERMONT.

Northfield—Plans have been prepared for \$12,000 school, two stories. Barre—Three story, 12-room school to cost \$30,000. Smith & Walker, architects. Richford—Architect L. L. Best, St. Albans, has prepared plans for \$10,000 school.

VIRGINIA.

Charlottesville—10-room school to be erected.

WASHINGTON.

Spokane—Plans wanted for \$75,000 Carnegie library; address L. F. Boyd, mayor. Colfax—School to be erected. Tulalip—\$30,000 Indian school to be erected. Spokane—Plans are preparing for Crittenton Training School for Girls.

WEST VIRGINIA.

Moundsville—School to be erected in First ward. Martins Ferry—High school to be erected. Fairmont—High school to be erected.

WISCONSIN.

Milwaukee—Catholic Association to erect school. West Allis—School to be built. La Crosse—Plans will be prepared for high school. Stevens Point—Ward school to be erected; cost \$12,000. Superior—Plans for school prepared by Architect Carl Wirth. Hortonville—High school to be erected. Kenosha—Architect T. Gastra has plans for 3-story 8-room school.

New Castle, Pa. The board has decided to replace the vertical with the slant system of penmanship.

Warren, O. The natural slant system has been adopted.

Lenox, Mass. Ginn & Co.'s medial system will supplant the vertical, now in use.

Thos. R. Kimball has been selected to draw plans for the Monmouth Park school. Cost \$40,000. Alliance—New school to be erected. Lincoln—Architects Fiske & Dieman have plans for 3-story school of agriculture for University of Nebraska.

NEW HAMPSHIRE.

Pittsfield—Twelve room school to cost \$50,000. Suncook—Pembroke Academy to be erected.

NEW JERSEY.

Haddonfield—School to be built. Plainfield—Architects Hale & Morse of Boston have plans for the \$125,000 high school. Blackwood—Plans have been accepted for school. Woodbury—Plans being prepared for school. East Orange—Competitive plans being prepared for school.

NEW YORK.

Watertown—Twelve room school to be erected. Frank S. Tisdale, Schenectady—\$4,000 school to be erected. Address Daniel W. VanDyke. Brownville—Voted to build \$12,000 school. Glen Falls—Plans wanted for \$100,000 high school. Frank D. Morehouse, secretary. Poughkeepsie—School to be erected. Buffalo—Hebrew school to be built. Brooklyn—Plans prepared for parochial school on Sixth avenue. Plans ordered for Coney Island school, corner 17th street and Neptune avenue. \$100,000 school to be erected according to plans of Architects J. H. Poole & Co., 13 W. 30th street, Manhattan. New York—Architects Howells & Stokes are preparing plans for Institution for the Blind, 34th street and 9th avenue. Six story public school to cost \$500,000. Troy—Plans of Architects Casey & Hopkins accepted for parochial school, Church of St. Paul. Trenton—Plans prepared for new school.

NORTH DAKOTA.

Hazleton—School to be erected; address R. A. Yeater. Washburn—School to be erected. Enderlin—J. W. Ross, architect, has prepared plans for eight room school; cost \$20,000. Barlow—School to be built. Dickey—School to be erected. Bismarck—\$60,000 Indian school to be erected. Minnewaukon—School to be erected. Kensal—School to be built; H. P. Hansen, clerk. Windsor—School to be erected; James Moon, clerk. Havana—Two schools to be erected. Gladstone—Two schools to be erected; John P. Jungers, clerk. McKinney—School to be erected. Denhoff—Two schools to be erected; John Abbott, clerk. Bowbells—School to be built. Webster—School to be erected.

OHIO.

Hamilton—Eight room school to be erected; Geo. Barkman, architect. Lima—School to be erected.

Cleveland—School to be erected on Arlington street. \$10,000 manual training school to be erected according to plans of Architect F. S. Barnum. Cincinnati—\$50,000 school to be erected at Glenway and Warsaw avenues. Columbus—12-story school to be erected; cost \$50,000. Akron—\$10,000 Fraunfelter school to be built. Camden—Plans prepared for new school. Steubenville—Plans prepared by Architect Christie for two temporary schools. Cincinnati—Three story school to be erected on Price Hill; \$50,000.

OKLAHOMA TERRITORY.

Poncha—Indian school to be erected. Edmond—Normal school to be built. Nardin—Four room school to be erected. Carmen—Architect F. F. Parsons of Wichita, Kan., has prepared plans for \$7,500 school. Anadarko—Plans prepared for one 8-room school and two 4-room schools.

PENNSYLVANIA.

Pittsburg—Chatham school will erect \$10,000 annex. Address Miss Blanche H. Boardman. Eastmore—School to be erected on Derry street. Harrisburg—Competitive plans being prepared for \$50,000 school. Pittsburg—\$15,000 parochial school to be erected for St. Canice church. York—Parochial school to be erected at a cost of \$15,000. Allinda—Architects Muller & East prepared plans for \$40,000 preparatory school. Clarion—Architect U. J. L. Peoples, Pittsburg, planned the \$75,000 school. Narberth—Plans accepted for new school. Philadelphia—Three story manual training school to cost \$327,000. Two story school on Lawrence avenue; cost \$34,000. Natrona—Two story school to cost \$45,000. Pittsburgh—Parochial school to be erected at Braddock avenue. Sheridan—Plans completed by Architects E. J. Carlisle & Co. for 3-story school; cost \$17,000.

RHODE ISLAND.

Westerly—Plans of Architects Wm. R. Walker & Son, Providence, accepted for \$3,000 school.

SOUTH CAROLINA.

Spartanburg—\$50,000 agricultural hall to be erected at Clemson college. Greenville—Plans being prepared by Architect Chas. E. Coate, Augusta, Ga., for new school.

SOUTH DAKOTA.

Madison—Addition to State Normal school to be constructed. Deadwood—Architect C. A. Randall has prepared plans for high school. Everts—New school to be erected. Kennedy—School to be built. Winfred—School to be erected.

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SCHOOL HOUSE HYGIENE.

Middletown, N. Y. An innovation in the furnishing of the new schools is the fitting up of a room with a couch and chairs for use in case of sudden illness of teachers or pupils.

The subject of physical culture and medical inspection of schools has furnished much thought for discussion. Dr. Wm. M. Gibson, a member of the Utica, N. Y., school board, says on the subject: "As a physician I appreciate the benefit and value, to the children, of systematic physical culture and systematic daily medical inspection. To have daily medical inspection is not so extreme a measure as you may think. It is already done in most of the large cities, and no city, having once adopted it, would think of discarding it."

Much valuable time is lost to the pupil, who, through lack of proper care or medical advice, is obliged to leave school because of some petty ailment which might easily have been avoided; besides, it is discouraging to the pupil who has been absent, to think that his or her more fortunate schoolmates have become so much further advanced in the lessons that must be made up.

Quincy, Ill. The schools will be disinfected by the most up-to-date appliances, before the opening of the school, in the fall. The West Disinfecting Company, of Chicago, will furnish the apparatus.

THE VALUE OF CHARCOAL.

Few People Know How Useful it is in Preserving Health and Beauty.

Nearly everybody knows that charcoal is the safest and most efficient disinfectant and purifier in nature, but few realize its value when taken into the human system for the same cleansing purpose.

Charcoal is a remedy that the more you take of it the better; it is not a drug at all, but simply absorbs the gases and impurities always present in the stomach and intestines and carries them out of the system.

Charcoal sweetens the breath after smoking, drinking or after eating onions and other odorous vegetables.

Charcoal effectually clears and improves the complexion, it whitens the teeth and further acts as a natural and eminently safe cathartic.

It absorbs the injurious gases which collect in the stomach and bowels; it disinfects the mouth and throat from the poison of catarrh.

All druggists sell charcoal in one form or another, but probably the best charcoal and the most for the money is in Stuart's Absorbent Lozenges; they are composed of the finest powdered Willow charcoal, and other harmless antiseptics in tablet form or rather in the form of large, pleasant tasting lozenges, the charcoal being mixed with honey.

The daily use of these lozenges will soon tell in a much improved condition of the general health, better complexion, sweeter breath and purer blood, and the beauty of it is, that no possible harm can result from their continued use, but on the contrary, great benefit.

A Buffalo physician in speaking of the benefits of charcoal, says: "I advise Stuart's Absorbent Lozenges to all patients suffering from gas in stomach and bowels, and to clear the complexion and purify the breath, mouth and throat; I also believe the liver is greatly benefited by the daily use of them; they cost but twenty-five cents a box at drug stores, and although in some sense a patent preparation, yet I believe I get more and better charcoal in Stuart's Absorbent Lozenges than in any of the ordinary charcoal tablets."

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SPECIAL STUDIES.

Lynn, Mass. The General Electric Company has organized an apprentice school in its factories. An experimental evening school, started last winter, proved so successful that it has been changed to a three-year course, divided into two terms, of twenty weeks each, with two sessions weekly. The school requires graduation from the public school grammar grades, as necessary for admission to the apprentice school.

Allegheny, Pa. Eight manual training schools provide instruction in wood and iron-work. Pupils are compelled to take manual training work regularly from the fourth grammar grade through the first year of the high school. Graduates of this department are in demand at \$8 to \$10 per week.

Racine, Wis. The school board has been requested to permit adults to take the domestic science work, given at the school. They are willing to pay for this instruction, but the members of the board say the schools are not for adults.

Willimantic, Conn. Manual training has been extended in two more of the city schools.

Elgin, Ill. This year the course in stenography will require eighteen months, instead of a year.

Waltham, Mass. Commencing this year "physical culture" is to be taught the boys of the high school two days each week.

Westbrook, Conn. The new school recently erected has rooms in which a business course will be taught, also elementary agriculture.

Mobile, Ala. Upon recommendation of Superintendent S. S. Murphy the board of school commissioners have established normal and manual training as a part of the public school system of Mobile County.

Pittsburg, Pa. A new feature in the school course this year will be manual training.

Rumford Falls, Me. Commercial geography has been introduced in the high school.

Ottumwa, Ia. A local organization is making an effort to introduce a system of manual training in the public schools.

Walla Walla, Wash. Upon the completion of the new school buildings, a four-year commercial course will be established.

Calumet, Mich. Manual training has been extended to the sixth grade, this instruction to be in knife and similar work, hence no machinery is needed.

King County, Wash., is the first county in the west to introduce the study of agriculture in the district schools. "James' Practical Agriculture" being the text-book used on the subject.

Dallas, Texas. A manual training school is to be established, the state aiding in the enterprise to the amount of \$500.

Carlinville, Ill. Latin has been made an elective study in the high school.

Jamesville, Mass. Sewing will be a new study in the schools this fall.

St. Paul, Minn. The school board has approved a plan for teaching sewing in the last four grades of the schools. Each pupil, taking instruction, will be charged 25 cents. The work

will be done under the direction of the supervisor of domestic science and will incur no extra expense except for material.

Vincennes, Ind. Shorthand and typewriting have been added to the course.

Indiana. Two new courses have been added to the state course of instruction, viz: Physical culture and picture study. State Superintendent Cotton thinks the latter very fascinating to children and that much good may be done if systematic work in this line is followed.

Ida Grove, Ia. A system of manual training is to be introduced in the schools the coming year.

Colorado Springs, Colo. Bent iron work is to be a feature of the manual training school work this year.

Charlevoix, Mich. A normal department is to be established in the public schools, according to the provisions of an act passed by the last legislature. The department must organize with at least ten students.

Upper Sandusky, O. Music and drawing are to be introduced in the public schools.

Cadillac, Mich. The board of education has decided to establish a normal training school, in connection with the local high school.

Springfield, O. The school course will contain music this year.

Council Bluffs, Ia. Manual training will not be included in the high school course this year.

Chicago, Ill. New cooking centers have been established in fifteen schools, special attention being given the study in the normal.

Grand Rapids, Mich. A two-year course in Spanish has been introduced in the high school.

Marquette, Mich. There is a strong sentiment in favor of establishing a commercial course in the high school.

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Painful Piles Become Painless at Once and are Cured in Short Time.

It almost pays to have the piles so great is the feeling of relief when Pyramid Pile Cure is applied. They are in the form of suppositories and reach the affected parts at once and the pain ceases and a mild feeling of ease and comfort takes its place. The healing process begins immediately and continues as long as the cure is administered until the sufferer is perfectly and completely well.

How much more sensible is this method than the barbarous torture inflicted by the knife and instruments? How much more satisfactory to be able to administer a simple effective remedy in the privacy of the home than to submit to the humiliation of an examination and operation in the physician's chair!

Pyramid Pile Cure cures piles to stay cured. Thousands and thousands of sufferers the country over have found this out through the testimony of their friends and others, and the sale of this remedy is increasing enormously every week and month. It is certainly a glorious thing to be able to make great numbers of people happy and nothing will cause happiness so much or do it so quickly as relief from pain and the cure of a dreadful disease. The proprietors of Pyramid Pile Cure, therefore, have a great feeling of gratification and happiness themselves when the letters from former sufferers come pouring in on them telling of the wonderful cures and rejoicing and giving thanks for their deliverance from this terrible disease.

Pyramid Pile Cure is for sale by all druggists at 50 cents a package or will be sent at once in plain wrapper on receipt of price by Pyramid Drug Co., Marshall, Mich.

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MANUAL TRAINING.

Joliet, Ill. Manual training will be introduced in the schools for the seventh and eighth grade pupils. An instructor will be engaged and equipments bought.

Kansas. Several school boards have passed rules barring children, under six years of age, from the schools.

Ottumwa, Ia. Manual training will be introduced in the schools.

Montgomery, Ala. Manual training system will be extended to embrace clay modeling, paper folding, cardboard construction, sloyd work, raffia work, drawing, sewing, and bench work. A carpenter's shop will be prepared for the boys, and the girls will all be given instructions in sewing.

Ottumwa, Ia. A course of manual training is being contemplated.

Canton, O. Manual training will be added to the school curriculum.

Calumet, Mich. The school board has decided that hereafter only students of the high school or those who have completed their eighth grade work in the grammar department will be eligible to take up the courses in the manual training and domestic science departments. The crowded condition of the classes in those departments made the action necessary. The work is popular and heretofore pupils from the grades were allowed to take it. It was often the case that pupils would quit at the sixth or seventh grade and give up their regular academic work for the manual training and domestic science courses.

Riverside, Cal. Mechanical drawing will, hereafter, be taught in the high school.

Marquette, Mich. A manual training course is under consideration.

Sterling, Ill. Benches and carpenter's tools for the manual training department have been purchased from Orr & Lockett, Chicago.

Harrisburg, Pa. Manual training is being tried as a means of securing regular attendance, and to this end work benches have been placed in the special school for truants and incorrigibles.

COMMERCIAL STUDIES.

The Department of Business Education of the National Educational Association, at its Detroit meeting several years ago, appointed a committee to prepare a monograph on Commercial Education in the American public schools.

At the Boston meeting the committee submitted an outline for a four-year commercial high school course, and the following general statement, which is to govern its further deliberations:

The paramount factor in shaping commercial courses in public schools should be the welfare of the student who goes directly from the high school to his life work. It is expected, however, that such courses will provide a training of such a character as will fit the student completing them to enter the schools of commerce and industry now being established by many colleges and universities, as well as other modern courses in colleges and universities.

We believe that where possible separately organized commercial schools are

advisable; but we realize that in the great majority of places the work must be given in regular public high schools as one of the several courses thereof.

Commercial courses will include many subjects now taught in public high schools, although the methods of presentation in some cases may not be those best adapted to the needs of the business student. We realize that in most schools it will not be possible to organize separate classes in those subjects for the commercial students with methods especially modified to meet their wants.

Chelsea, Mass. A commercial course has been added to the high school. The course of study adopted is as follows:

First Year—Language and Greek history, algebra, commercial arithmetic and business paper, penmanship and spelling.

Second Year—Roman and modern history, French or German, English composition, geometry and commercial arithmetic, commercial geography and economics, bookkeeping.

Third Year—English literature, English history, French or German, English composition, phonography and typewriting, bookkeeping and political economy.

Fourth Year—English literature, American history, French or German, English composition, phonography and typewriting, banking and civics.

Houghton, Mich. A great deal of interest is

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being displayed in the commercial department. The course includes four years of study. Commercial spelling has been added.

Cedar Falls, Ia. The school board has decided to introduce a commercial course in the high school as an experiment.

Argyle, Minn. Bookkeeping has been added to the course of study.

Monmouth, Ill. A complete business course will be established.

Sterling, Ill. Silver, Burdett & Co.'s intermediate system of penmanship adopted.

Rockland, Me. The study of commercial law has been added to the high school curriculum.

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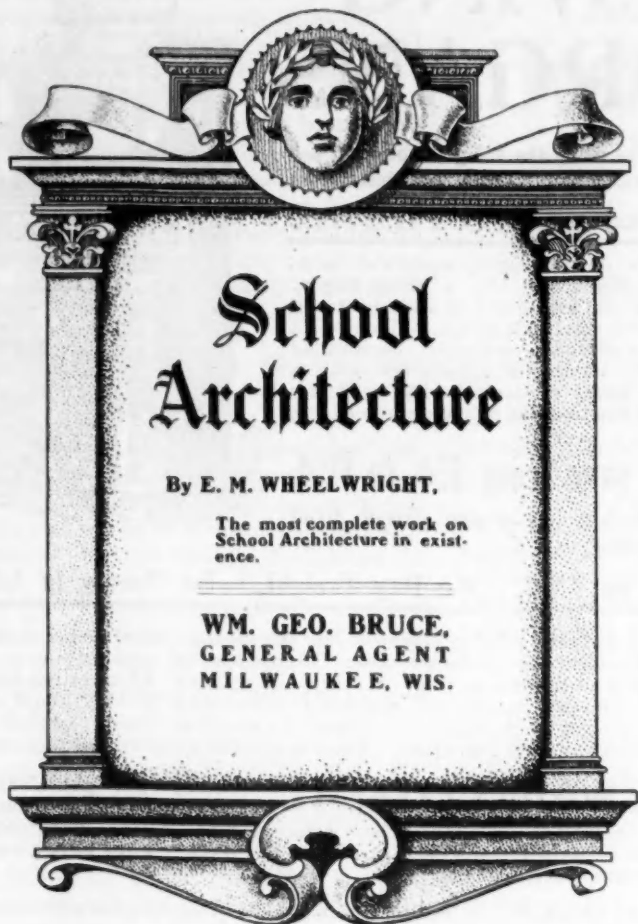
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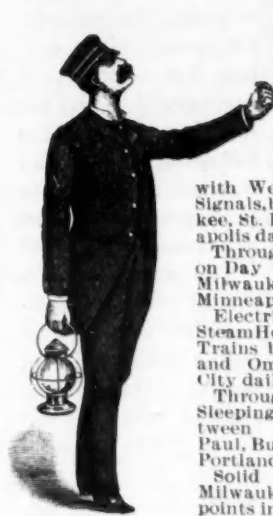
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Remember too, that if you don't want to pay all the money down that we will sell it to you upon the monthly payment plan—one-tenth cash and the balance in nine equal monthly installments, without interest, or if you want to pay all cash take off 10% and send us \$9 for every hundred shares you want. We sell from 100 shares up for cash or from 200 shares up upon the payment plan. 200 shares will cost you but \$2.00 down and \$2.00 a month for nine months. We advise you, however, to take 500 or 1000 shares before the advance in price, if you can do so.

The Company owns outright 10 LODE claims and 1 placer claim; in all 260 acres of mineral land in Park county, Colorado, between Leadville and Cripple Creek, shown by government statistics to be the richest mineral belt in the United States, if not in the world. Over 1600 feet of workings. Large treasury reserve, also owns an ideal and natural town site location. Capital stock, 1,500,000 shares, all of the par value of \$1.00 a share, and all absolutely non-assessable.

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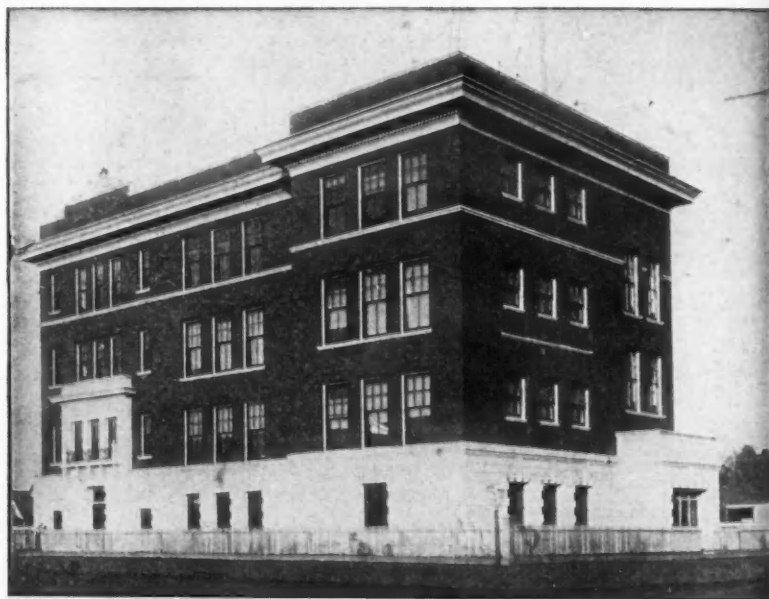
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